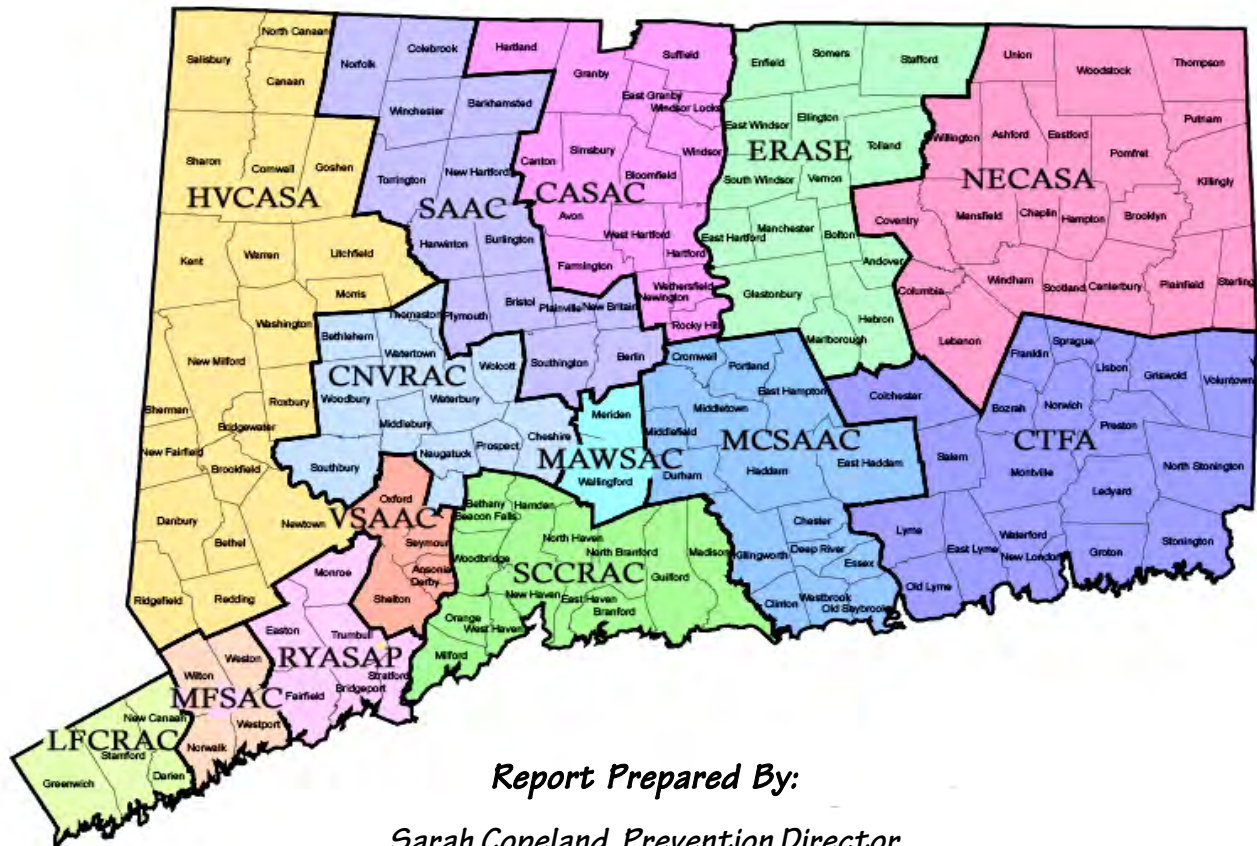


The Regional Action Council School Readiness Phone Survey

A Community Assessment on Youth Gambling and Youth Problem Gambling Prevention Efforts



Report Prepared By:

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ERASE

Planning Administered By:

The SDE/DMHAS Work Group

Funding Provided By:

The Connecticut State Department of Education (SDE)

and

Introduction

Regional Action Council School Readiness Phone Survey

Preliminary Report
October, 2006

Overview

The Regional Action Council (RAC) School Readiness Phone Survey (SRPS) was conducted statewide in the Spring of 2006. It is one component of a multi-faceted initiative spearheaded by a \$200,000 legislative allocation to explore the nature, extent, attitudes, and behaviors of youth and underage gambling in Connecticut.

Since October of 2005 representatives from the State Departments of Mental Health and Addiction Services (DMHAS) Problem Gambling Services and the DMHAS Prevention Unit; the State Department of Education (SDE); and the Connecticut Council on Problem Gambling have worked together as the SDE/DMHAS Youth Problem Gambling Prevention Work Group to develop and implement a Work Plan. The resulting school-based initiatives began in the spring of 2006 and will continue through June of 2007.

The findings in this document are the preliminary results of the School Readiness Phone Survey conducted by each of the fourteen RACs throughout Connecticut. This information is being made available to the RACs at this time to assist them in their additional readiness and capacity building efforts as set out in the Work Plan to be completed in June of 2007. The final version of the School Readiness Phone Survey will be published along with the findings of the Yale University student assessment survey in early 2007.

Project History

Parents, mental health and prevention professionals, and school personnel have become increasingly concerned about the impact of technology, media attention, increased availability and glamorization of gambling.

Anecdotal and scientific evidence suggests that young people are gambling in unprecedented numbers on lottery tickets, sporting events, poker, dice games and on the inter-net. With increased participation comes increased risk of experiencing a range of gambling related problems such as debt, interpersonal and family conflict and neglect of school work. In some cases gambling may lead to an addiction-like disorder with severe and possibly life-long consequences.

Currently Connecticut youth graduate from high school having logged many hours of alcohol and other drug prevention (ATOD) education over the course of their student careers. Yet virtually no time is devoted to another risky behavior with great potential impact, legalized gambling. With two of the world's biggest casinos within our borders, constant poker tournaments on television, the impact of on-line gambling availability 24/7, and by the simple fact of adolescence, our youth are vulnerable to developing gambling problems. It is important they learn that gambling is not a risk-free activity; how to reduce their risk if they choose to gamble; and how to recognize a problem in themselves or a loved one and what help and supports are available.

In response to this growing need and concern of the impact of gambling activities among Connecticut's youth, the State Legislature allocated \$200,000 to the Departments of Education and Mental Health and Addiction Services. This initiative was spearheaded by Senator Andrea Stillman and led to the formation the SDE/DMHAS Youth Problem Gambling Prevention Work Group. Since October of 2005 the group has worked to develop a variety of school-based initiatives which began in the spring of 2006 and will continue through June of 2007.

At Present

The SDE/DMHAS Youth Problem Gambling Prevention Work Group developed the School Readiness Phone Survey (included here) and worked with Yale University to include gambling-related questions in a student risk questionnaire to be completed by several thousand Connecticut high school students (results to be released in early 2007). The Work Group then developed a model for increasing capacity of school staff to learn about and implement a youth problem gambling prevention program which strengthens linkages between schools, parents, and communities and empowers school staff already working on ATOD efforts to develop or enhance working relationships with existing community prevention efforts.

A major component of these school-based efforts is to partner with the state Regional Educational Service Centers (RESCs) to increase the capacity of health educators, guidance and substance abuse counselors, and other interested school personnel to (1) include gambling-related information and materials in on-going, existing prevention efforts and (2) begin to use the one-session curriculum module, "Beat Addictions", which can be inserted into health, developmental guidance, psychology, or current issues classes.

A second component includes RACs (1) collaborating with PTO/PTAs to increase parents awareness and understanding of youth and underage gambling and how to reduce the risk of young people developing problems with gambling; and (2) collaborating with school personnel in their regions to support and assist their efforts in delivering the "Beat Addictions" curriculum.

The field of problem gambling is relatively new and the prevention of problem gambling is even more recent. The SDE/DMHAS Youth Problem Gambling Prevention Work Group has modeled these initiatives on successful ATOD prevention efforts and tailored them to fit this multifaceted issue which includes addiction, brain biology, adolescent development, social and political science. This initiative is breaking ground in the prevention field, and we know of no other state in the country that is funding youth gambling prevention on this scale.

The SDE/DMHAS Youth Problem Gambling Prevention Work Group wishes to acknowledge its members for their service to this project, the Regional Action Councils for their participation and commitment, and to East of the River Action for Substance Abuse Elimination Regional Action Council (ERASE) for compiling the School Readiness Phone Survey data and creating this report.

SDE/DMHAS Youth Problem Gambling Prevention Work Group Members

Christopher Armentano	Director, DMHAS Problem Gambling Services
Jennifer Dewitt	Executive Director, Central Naugatuck Valley Regional Action Council
Dianne Harnad	Director, DMHAS Prevention Services Unit
Marlene F. McGann	Executive Director, Meriden and Wallingford Substance Abuse Council
Susan D. McLaughlin	Primary Prevention Services Coordinator, DMHAS Problem Gambling Services
Carol Meredith	Assistant Director, DMHAS Prevention Unit
Scott Newgass	Education Consultant for Social Work and Safe & Drug Free Schools, SDE
Rosemary Nichols	Education Service Specialist and Health Educator, Capital Regional Educational Service Center
Marvin Steinberg	Executive Director, Connecticut Council on Problem Gambling

The School Readiness Phone Survey Report was compiled and created by Sarah Copeland, Prevention Director, of ERASE.

**Overall Goals of SDE/DMHAS PGS
Youth Problem Gambling Prevention Initiative:**

- To build capacity of community organizations, including local prevention councils (LPCs), schools, and other community providers, to develop and deliver quality problem gambling prevention programs;
- To infuse gambling into all substance abuse and other prevention programs, embracing gambling as a behavioral health issue.

Goals for the Partners

- Regional Action Councils (RACs) gather data and create links within their schools and communities to determine community readiness and describe gaps in services in anticipation of revising statewide problem gambling prevention plan.
- Regional Educational Service Centers (RESCs) facilitate teacher training and make links to support establishment of the “Beat Addictions” curriculum in schools and maintains the ongoing commitment to inclusion of problem gambling prevention in the school culture.
- State Department of Mental Health and Addiction Services (DMHAS) provides technical assistance to RACs to build their capacity to plan, develop, motivate and empower partners to provide gambling prevention services; and ensures ongoing inclusion of gambling related questions in the youth risk behavior survey.
- State Department of Education (SDE) promotes the involvement of educational organizations and the problem gambling prevention teacher resource guide.

Survey Methodology

The Regional Action Council (RAC) School Readiness Phone Survey, entitled the “Community Assessment for Underage and Youth Problem Gambling”, was conducted statewide in the spring of 2006, administered by each of the 14 Regional Action Councils in the state of Connecticut.

Background of Survey Tool Development and Administration Process

The survey instrument used to assess school readiness to prevent underage and youth problem gambling is a modification of the DMHAS Community Readiness Survey which was based on research by the Tri-Ethic center at Colorado State University. Members of the SDE/DMHAS Youth Problem Gambling Prevention Work Group Workgroup Committee and Sarah Copeland, Prevention Director at ERASE modified the survey to gather gambling-specific information about perceptions, attitudes, resources, programs and other relevant factors.¹ Regional Action Councils (RACs) reviewed the instrument for content and to evaluate ease of administration. Before finalizing, a test administration of the survey was conducted with students, parents, faculty and administrators at a high school within the ERASE region.

In April 2006, Executive Directors of the Regional Action Councils were presented the survey tool, trained on the survey tool content and administration, and updated on the various youth gambling prevention initiatives RACs would be participating in during the following 2006-2007 year. Each RAC was asked to collect a minimum of 42 School Readiness Phone Surveys by July 1, 2006, preferably from both middle and high schools from 4-5 towns within their region, along with 12 additional surveys from community professionals in the region.

The School Readiness Phone Survey was intended to be administered either in person or on the phone, where staff would read the questions to the respondent and record their responses, while engaging in dialogue on the issue at hand. The primary intent for administering the School Readiness Phone Survey in interview format was to establish and build upon relationships between RACs and school personnel. However, due to lack of time left in the school year, many surveys were distributed in person by the RAC, often at group meetings, filled out individually by the respondent, and afterwards collected by the RAC.

46% of the collected surveys were reported to be administered by phone or in person and 22 % by email or fax. 32% of respondents did not designate how the survey was completed. Of the surveys that noted how long it took the survey respondent to complete the survey, 44 % took 10 minutes or less to complete, 33% took 11-15 minutes to complete, 19% took 16-20 minutes to complete, and 5% took 21 minutes or longer to complete. Only 261 out of 624 total surveys (41.8 %) recorded how long it took the respondent to complete the survey. Note that school administrators were required to complete 2 extra pages of the survey. On average, school administrators took 11-15 minutes to complete the survey while parents, school faculty and staff, youth, and community professionals took 5-10 minutes to complete the survey.

All surveys were sent to ERASE by July 15, 2006 and then compiled and analyzed into a report for the SDE/DMHAS Workgroup Committee. All data was entered into SPSS software (Statistical Program for Social Sciences) by ERASE staff. Data analysis and report writing was completed during July-October 2006 by Sarah Copeland, ERASE Prevention Director. This report will be finalized by the SDE/DMHAS Workgroup Committee by January 2007.

¹ A copy of the School Readiness Phone Survey can be found in the appendices of this report.

Survey Totals by Regional Action Council

Each of the 14 Regional Action Councils¹ (RACs) fully participated in administering the School Readiness Survey within their own region. A total of 93 Connecticut towns participated in the School Readiness Phone Survey, yielding a total count of 624 surveys. Participating town and school names are purposely left anonymous in this survey report.

Refer to table below for counts by Regional Action Council (RAC).

Survey Totals by RACs:

Regional Action Council Acronym and Full Agency Title	Total Survey Count
LFCRAC, Lower Fairfield County Regional Action Council	41
MFSAC, Mid-Fairfield Substance Abuse Coalition	40
RYASAP, Regional Youth/Adult Substance Abuse Project	46
MAWSAC, Meriden and Wallingford Substance Abuse Council	43
SCCRAC, South Central Connecticut Regional Action Council	45
VSAAC, Valley Substance Abuse Action Council	52
MCSAAC, Middlesex County Substance Abuse Action Council	43
NECASA, Northeast Communities Against Substance Abuse	42
CTFA, Citizen's Task Force on Addictions	42
ERASE, East of the River Action for Substance Abuse Elimination	51
CASAC, Capitol Area Substance Abuse Council	46
SAAC, Substance Abuse Action Council of Central Connecticut	48
CNVRAC, Central Naugatuck Valley Regional Action Council	44
HVCASA, Housatonic Valley Coalition Against Substance Abuse	41

Total Number of Surveys: 624

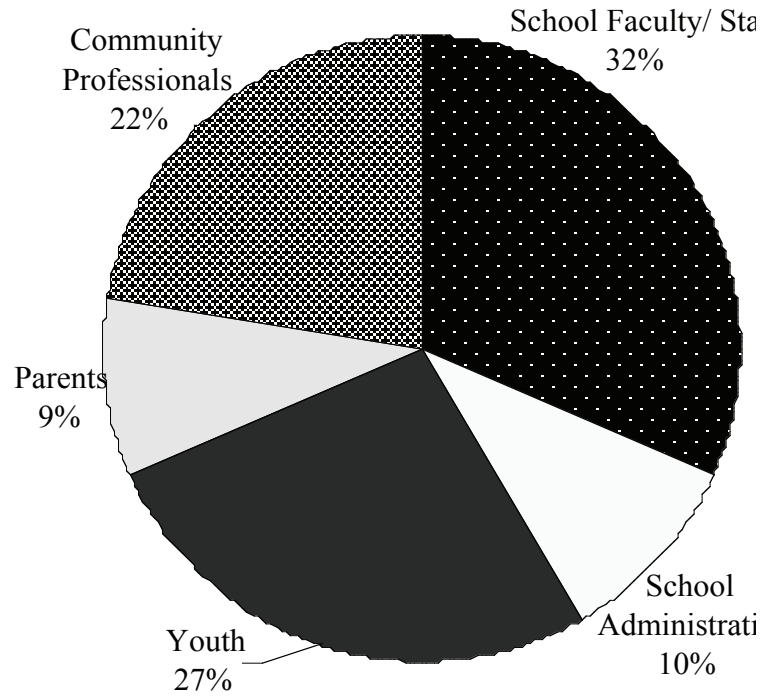
Total Number of CT Towns Surveyed: 93

¹ See appendices for a map of Connecticut broken down by RAC Regions, a listing of towns each RAC serves, and background information on the formation and the overall purpose and mission of the RACs.

Breakdown of Survey Sample

Survey Respondent Breakdown

Respondent Group	Count	%
School Administration	62	9.9 %
School Faculty and Staff	201	32.2 %
Youth	167	26.8 %
Parents	57	9.1 %
Community Professionals	137	22.0 %



<i>Represented Sector</i>	<i>Count</i>	<i>Percent</i>
Middle School Youth	23	3.7 %
Middle School Faculty and Staff	59	9.5 %
Middle School Administration	20	3.2 %
Total Middle School Representatives	102	16.3 %
High School Youth	142	22.8 %
High School Faculty and Staff	123	19.7 %
High School Administration	37	5.9 %
Total High School Representatives	302	48.4 %
School District ¹	22	3.5 %
Parents	57	9.1 %
Community Professionals	137	22.0 %
Total Respondents	624	100 %

¹ Representatives, either faculty or school administration, that serve and represent both the middle and high schools.

Survey Tool Details

Survey respondents were notified at the beginning of the survey the purpose for conducting the statewide School Readiness Survey and were informed that their responses would be kept confidential and that their school or town would *not* be identified in any reports or public releases of information.

Survey Respondents were then familiarized with the definitions of gambling and problem gambling to ensure consistency in responses throughout the survey.

Below are the definitions which were included in the survey tool:

Gambling:

The act of risking something of value, including money and property, on an activity that has an uncertain outcome.

Problem Gambling:

Gambling behavior that results in problems with work, school, family, or finances, but does not meet the number of criteria to be recognized as Compulsive or Pathological Gambling.

Compulsive or Pathological Gambling:

Gambling behavior that meets the APA Diagnostic & Statistical Manual IV criteria for the impulse disorder of pathological gambling.

Definitions of Survey Respondent Groups

Below are the definitions of all the survey respondent groups which are referred to throughout the survey report. Survey respondents were asked to record what group they best represented. In cases where a survey respondent was qualified to represent more than one sector, such as parent/guardian and school administration, either the respondent was asked to pick one representation or the sector needing more representative numbers was selected by ERASE staff during the data input process.

School Faculty and Staff: All school personnel, with the exception of school administrators, such as teachers, coaches, school resource officers, nurses, social workers, counselors, and other school staff

School Administration: School administrators, such as superintendents, principals/headmasters, assistant principals, board of education members, and other central office administrators, such as pupil personnel directors and educational service directors

School Personnel: All persons working in the schools, such as school administrators, faculty (teachers), and staff (counselors, social workers, nurses, security officers, nurses, etc.).

Community Professional: Non-school adult representatives in the community, such as treatment providers, substance abuse prevention specialists, youth-serving professionals (i.e., YMCA, Youth Service Bureau), police officers, psychologists, local business persons, etc.

Parent/Guardian: Representatives who have one or more children enrolled in either the middle and/or high schools within their represented community

Youth: Representatives enrolled as students in either the middle or high schools within their represented community

-Section A- YOUTH GAMBLING BEHAVIOR

This section was used to measure trends in current youth gambling behavior both in and out of school. Questions measured perception of popularity among youth for 15 different types of gambling; whether youth gambled on school grounds; what types of gambling they usually participated in during school; and what specific gambling activities concern respondents the most regarding youth in their own school and/or community.

Youth Gambling Behavior Part 1: General Trends

I. Popular Forms of Gambling Among Youth

Respondents were asked to rate the popularity of various types of gambling among youth that they either witnessed first hand and/or heard about from others (youth or adults). Answers ranked from “not popular at all” to “somewhat popular”, “extremely popular”, and “don’t know”.

Card games were rated as the most popular type of youth gambling, with about 85% of all respondents rating card games as somewhat popular (37.3%) or extremely popular (47.2%). Sports betting with friends/peers, betting on pools (such as sports pools or fantasy football), internet gambling, and scratch-off lottery tickets were also rated as highly popularly among youth. 65% of all respondents reported that internet gambling was popular among youth and over half of all respondents (55%) reported that scratch-off lottery tickets were popular among youth. The least popular types of youth gambling reported were betting on domino games (12%), animal races (11%), and animal fights (7%). Refer to figure 1.1 for the percentages of all forms of gambling.

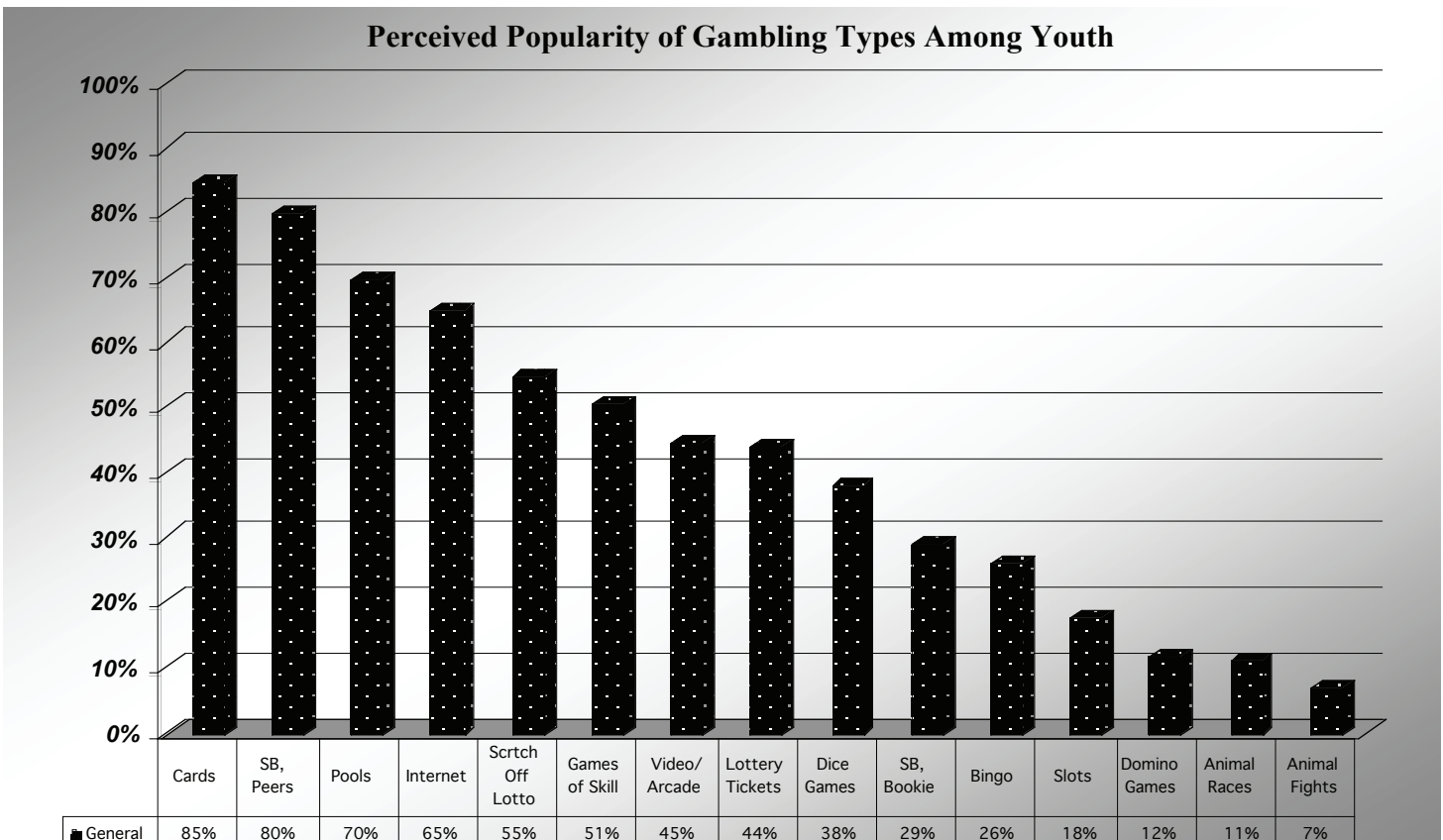


Figure 1.1- Card games were perceived as the most popular type of youth gambling, followed by sports betting with

peers and betting on pools. Betting on animal fights was perceived as the least popular type of gambling among youth. Over half of participants perceived that scratch off tickets were popular among youth.

II. Youth Gambling at School

Respondents were asked if they had ever witnessed youth gambling on school campus during school hours, including times when they had not directly observed money or valuable items being exchanged. Respondents who had witnessed youth gambling at school were asked to list the types of gambling they had seen. Overall, 34% of all respondents have witnessed youth gambling on school campus during school hours at least once before, while 66% of respondents have not witnessed youth gambling at school before. Of the respondents that have seen youth gambling at school, types of gambling most frequently mentioned were card games (especially poker), sports betting, and betting with dice. Refer to figure 1.2.

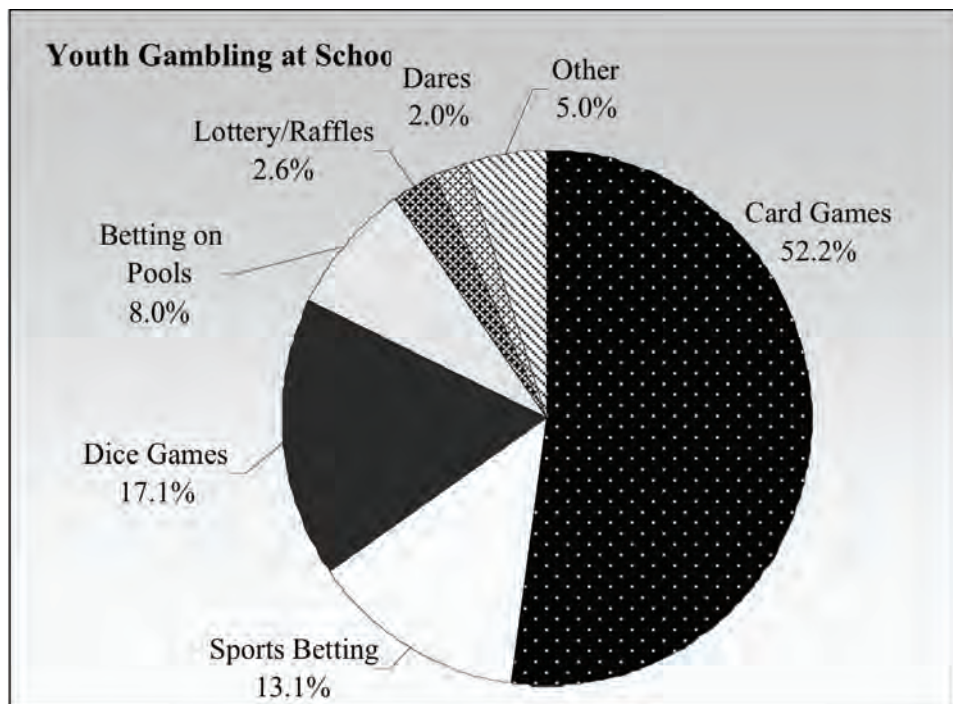


Figure 1.2 – Youth Gambling at School

Of the respondents who had witnessed youth gambling while at school, majority witnessed card games being played by youth at school. Dice games, sports betting, and betting on pools were also the most mentioned forms of youth gambling seen at school.

The “other” category (5%) of total responses includes gambling types that were mentioned less than 1% of the time, including: betting on video/arcade games, fantasy sports leagues, internet gambling, and betting on domino games

III. Greatest Concerns Regarding Youth Gambling

Respondents were asked to list up to three types of gambling activities which were of greatest concern, in their own opinion, for youth in their school or community. Most respondents were concerned about youth betting on card games and gambling activities related to sports. Refer to figure 1.3.

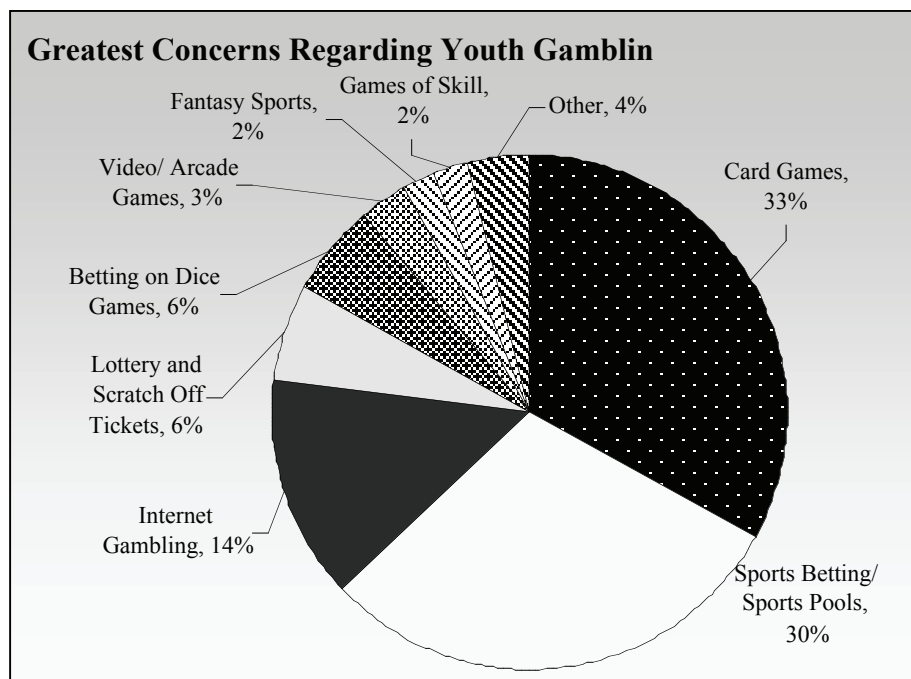


Figure 1.3 – Greatest Concerns of Youth Gambling

Respondents were mostly concerned about card games (33%, including black jack, poker, etc.) and betting on sports games (30%, including sports betting with friends and bookies and sports pools). 14% of concerns were on internet gambling.

The “other” category (4%) includes gambling types that were mentioned less than 1% of the time, including: betting on dominoes, casino gambling, betting on dares, betting on human fights, and bingo games.

Youth Gambling Behavior Part 2: Regional Trends

I. Trends by Education Reference Groups (ERGs)¹

A.) Youth Gambling at School

The only question in this section that showed a significant difference across Education Reference Groups (ERGs) was the question on whether the respondent had witnessed youth gambling on school grounds during school hours.² Respondents in ERG A had the lowest percent of respondents witnessing youth gambling at school (only 13%). Group A towns have the highest median family income (\$98,295), highest percent of adults with bachelor's degree or higher (79.7%), and the lowest percent of children residing in single-parent families (9.6%). The percent of respondents who witnessed youth gambling doubles between groups A and B, from 13% to 31%. The average lingers around 30%, until it drops to 16% in group G. Groups H and I, at 42% and 51% respectively, have the highest percentages of observed youth gambling at school. The percent of those who had never witnessed youth gambling gradually decreases throughout the groups from A to I (with an exception to Group G). 87% of respondents in Group A versus 59% of respondents in Group I reported never witnessing youth gambling at school. Group I towns have the lowest median family income (\$24,249), lowest percent of adults with bachelor's degree or higher (11.9%), and the highest percent of children residing in single-parent families (51.4%). Refer to figure 1.4.

¹ To read more about how ERGs were formulated and other background information, please see appendices.

² Difference found to be significant at the .05 level, [$F(8, 603) = 2.014, p < .05$].

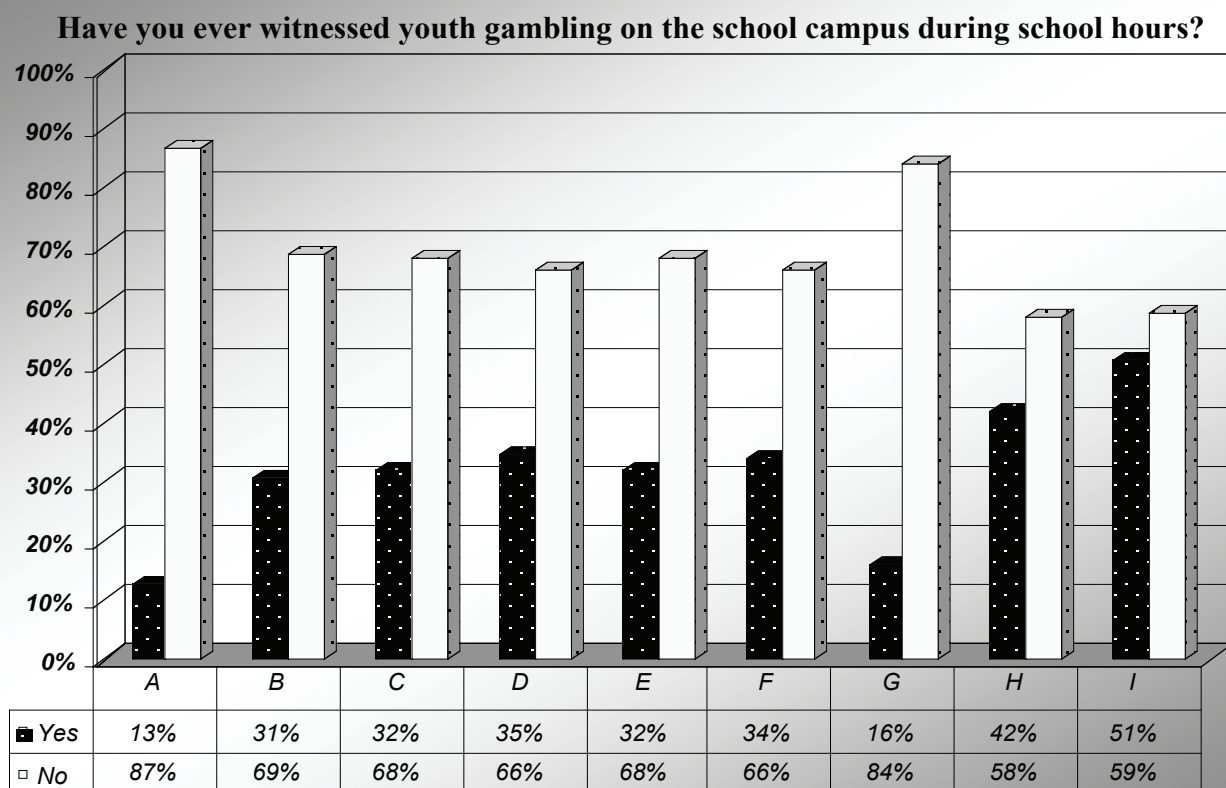


Figure 1.4- Respondents in Group A had the lowest percent (13%) of respondents reporting youth gambling at school out of all the ERGs. Group I respondents had the highest percent (51%) of respondents reporting youth gambling at school out of all the ERGs.

II. Trends by Regional Action Councils (RACs)

Only gambling types that yielded significant results or distinctive trends among the Regional Action Councils are shown in this section.

a.) RAC Trends: Perceived Popularity of Lottery Gambling Among Youth

Respondents were asked to rate how popular lottery tickets (legal lotto and daily numbers) and scratch-off tickets (or instant lottery tickets) were amongst youth in their community or school. Trends throughout the Regional Action Councils show that scratch-off tickets were generally more popular among youth than lottery tickets were, with the exception of ERASE, where lottery tickets were perceived as slightly more popular than scratch-off tickets among youth.

For lottery tickets, CTFA had the highest percentage of perceived popularity, with 63% of respondents within CTFA's region perceiving lottery tickets to be popular among their youth. Following CTFA in high lottery popularity were VSAAC (53%), CNVRAC (51%), and CASAC (50%). The RACs with the lowest perceived popularity of lottery tickets were HVCASA (29%), followed by LFCRAC (32%), SAAC (35%), and MCSAAC (36%). For scratch-off tickets, the RACs with the highest perceived popularity among youth were VSAAC (69%), followed by CTFA and MFSAC (both at 68%). The RACs with the lowest perceived popularity among youth for gambling on scratch-off tickets were LFCRAC (37%), followed by ERASE (38%).

Towns surveyed within each Regional Action Council ranged from rural to suburban and urban, so it is difficult to assess whether lottery gambling popularity increased in urban areas, where there may be high frequency of convenience and grocery stores, as well as easy to access via walking or public transportation. It is valuable to note that Citizen's Task Force, which has both Mohegan and Foxwoods Casinos centrally located within the region, had one of the highest ratings of perceived popularity among youth for both lottery and scratch-off tickets. Refer to figure 1.5.

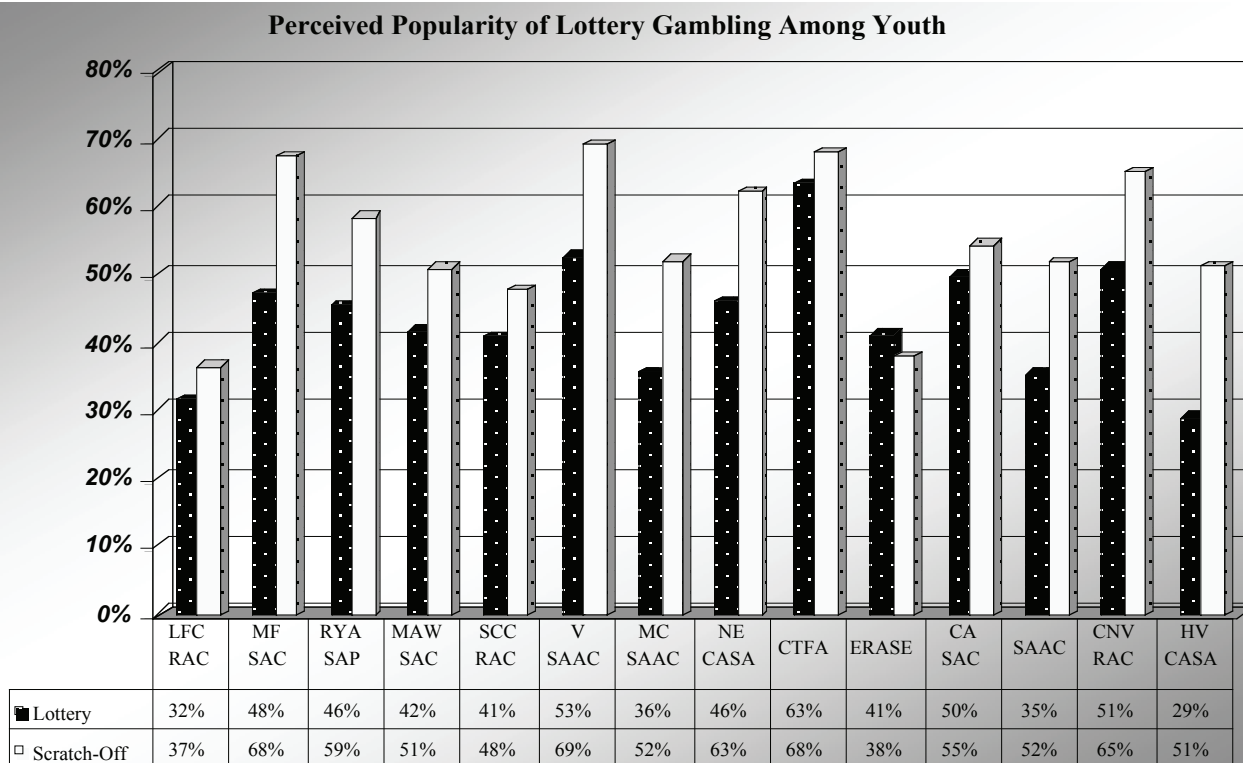


Figure 1.5- CTFA had the highest percent of perceived popularity among youth for gambling with lottery tickets (63%), while the lowest percent was LFCRAC (32%). VSAAC had the highest percent of perceived popularity among youth for gambling with scratch-off tickets (69%), while the lowest percent was LFCRAC (37%).

b.) RAC Trends: Perceived Popularity of Sports Betting Among Youth

Respondents were asked to rate how popular they perceived sports betting between peers and bookies was among youth in their community or school. Trends throughout the regions show higher rates of perceived popularity among youth for betting on sports with peers rather than with bookies.

HVCASA had the highest rate of perceived popularity for youth betting on sports with friends and peers, with 90% of respondents perceiving sports betting with peers to be popular among youth, followed by CNVRAC (89%) and VSAAC (88%).¹ MCSAAC had the lowest rate of perceived popularity for youth betting on sports with peers, with 51% of respondents perceiving sports betting to be popular among youth, followed by LFCRAC (59%).

Regarding youth betting on sports with their bookies, RYASAP had the highest rate of perceived popularity, with 50% of respondents rating sports betting with bookies to be popular among youth.² In contrast, SCCRAC and MAWSAC shared the lowest rates of perceived popularity for youth betting on sports with bookies, with only 16% of respondents for both RACs rating sports betting with bookies as popular among youth. Refer to figure 1.6.

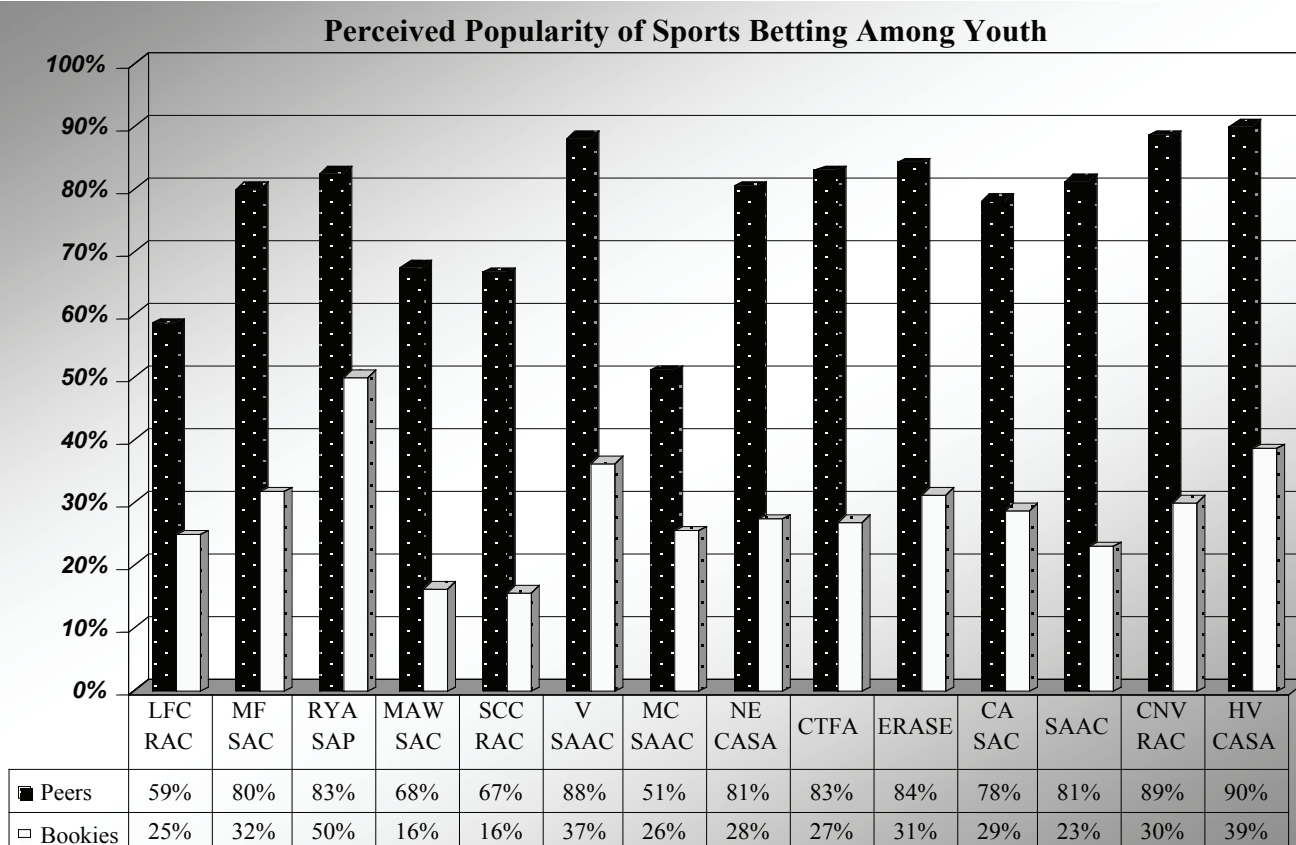


Figure 1.6- Sports betting with friends was highest among respondents in HVCASA (90%) and lowest among respondents in MCSAAC (51%). Sports betting with bookies was highest among respondents in RYASAP (50%) and lowest among respondents in SCCRAC (16%) and MAWSAC (16%).

c.) RAC Trends: Perceived Popularity of Internet Gambling Among Youth:

¹ Difference *not* found to be significant at the .05 level, ($p > .05$).

² Difference found to be significant at the .05 level, [$F(13, 599) = 1.793, p < .05$].

SAAC had the highest rate among all RACS of perceived popularity for internet gambling among youth. 83% of SAAC respondents perceive that internet gambling is popular among youth. CTFA (73%), CNVRAC (72%), and NECASA (71%) also had high rates of perceived popularity for youth internet gambling. LFCRAC had the lowest percent of perceived popularity for youth internet gambling, where only 49% of respondents perceived internet gambling as popular among youth. Refer to figure 1.7.

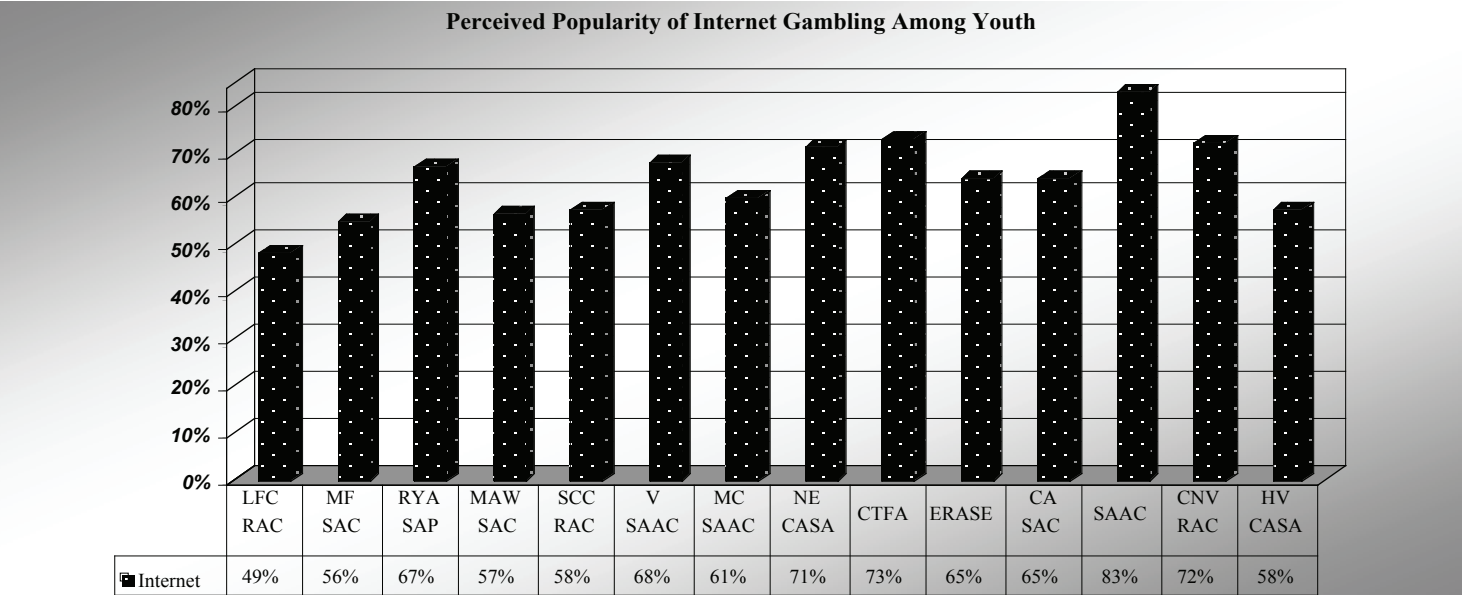


Figure 1.7- SAAC had the highest percent of respondents who perceived internet gambling to be popular among youth (83%) while LFCRAC had the lowest percent (49%).

d.) RAC Trends: Perceived Popularity of Betting on Video and Arcade Games Among Youth

CTFA had the highest rate of perceived popularity of video/arcade game betting among youth (69%). Note that Mohegan and Foxwoods are both centrally located within CTFA’s region, which could have influence on the higher rates of perceived popularity of gambling on video and arcade games among youth within CTFA’s region. SAAC had the lowest rate of perceived popularity; only 33% of respondents perceived popularity among youth for gambling on video and arcade games. Refer to figure 1.8.

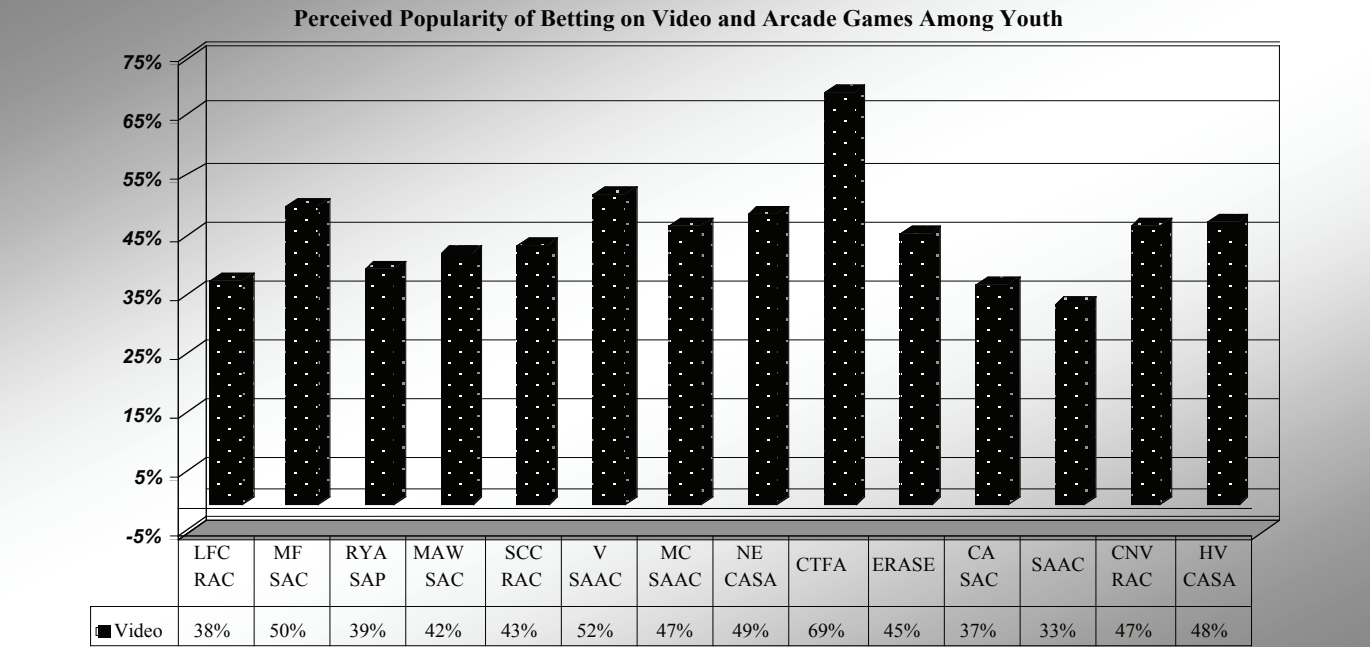


Figure 1.8 CTFA had the highest percent of respondents who perceived gambling on video and arcade games to be popular among youth (69%) while SAAC had the lowest percent (33%).

d.) Differences between Regional Action Councils:

Youth Gambling at Schools and Greatest Concerns Regarding Youth Gambling

Regional Action Councils with the highest percent of respondents who witnessed youth gambling on school grounds during school hours were MFSAC (48% had witnessed youth gambling at school) and HVCASA (46%).¹ Regional Action Councils with the lowest percent of respondents who witnessed youth gambling at school were NECASA (24%), CNVRAC (25%), and SAAC (26%). Refer to figure 1.9.

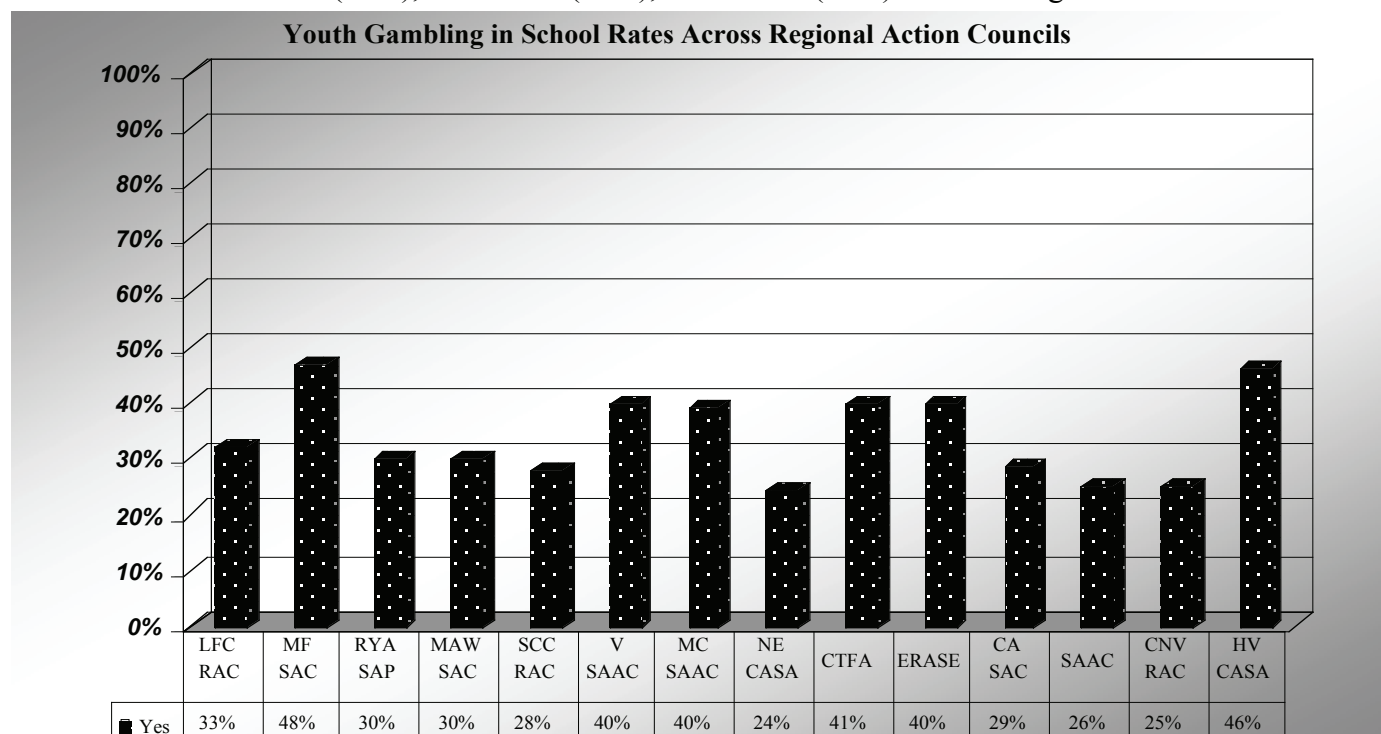


Figure 1.9- Throughout the Regional Action Councils, percent of respondents who had witnessed youth gambling at school ranged from 24% to 48%.

No significant differences were found for question measuring types of youth gambling seen at school and greatest concerns regarding youth gambling, largely because both questions were “fill in the blank” questions and had contained an average of 1-4 responses per respondent on average. Respondents were not limited to listing one greatest concern regarding youth gambling, nor were they limited to listing only one type of youth gambling seen most often at school.

III. Trends by Proximity to Casino

For all questions regarding perceived popularity of youth gambling by gambling type, no significant differences were found between towns that lay within a 50-mile radius of the Connecticut casinos to towns that lay outside a 50-mile radius of the Connecticut casinos.

No significant difference was found between towns within and outside the 50-mile radius of the Connecticut casinos for the question regarding youth gambling in school. For example, 33% of respondents who represented towns within the 50-mile radius to the casinos witnessed youth gambling in school at least once before, while 36% of respondents who represented towns outside the 50-mile radius to the casinos witnessed youth gambling in school at least once before.

No significant differences were found between towns within and outside the 50-mile radius to the casinos for questions asking for types of youth gambling seen in school and greatest concerns regarding youth gambling. Again, this may be due to the nature of the questions being fill-in-the-blank questions.

¹ Difference between RACs *not* found to be significant at the .05 level, ($p > .05$).

Youth Gambling Behavior

Part 3: Trends by Survey Respondent

I. Perceived Popularity of Youth Gambling

Since youth can be considered “experts” on what actually is most “popular” among their own peers, it is useful to compare how similar each adult respondent group (i.e., parents) rated the popularity of various types of gambling among youth. Figure 1.10 shows the perceived popularity of all gambling types across survey respondent groups. Respondent groups marked by an asterisk designates that their perception of popularity of various gambling types among youth corresponded closest to how youth perceived popularity of various gambling types among their own peers.

Community professionals and parents perceived popularity of youth gambling most similar to how youth perceived popularity of gambling among their own peers. Parents were closest to youth’s perception of popularity for gambling on slot machines, the internet, video/arcade games, scratch-off tickets, games of skill, and pools. Note that internet and video/arcade gambling are remarkably “home-centered” activities. Community professionals were closest to youth’s perception of popularity for gambling with cards, sports betting with bookies and peers, bingo, dominoes, betting on animal races, and both lottery and scratch off tickets. Several of the community professional representatives reported working in youth service bureaus (YSBs) that often have teen centers, where youth often play card games after school.

School faculty and staff were closest to youth’s perception of popularity for sports betting with peers and legal betting on animal races, while school administrators were closest to youth’s perception of popularity for betting on animal fights. Both groups were closest to youth’s perception for gambling with dice. Note that earlier in the general trends section (part 1) gambling with dice was among the most frequent types of gambling listed for youth gambling at school. School personnel (administrators, faculty, and staff) may be most aware that dice gambling is popular among youth, since it seems that youth are frequently gambling with dice on school grounds and even during class time. Generally school faculty and staff were closer in perception to youth on popular gambling types than school administrators.

<i>Perceived Popularity by Gambling Type</i>	<i>Youth</i>	<i>School Admin.</i>	<i>School Faculty/Staff</i>	<i>Parents</i>	<i>Community Professionals</i>
Slot Machines at Casinos	24.7%	8.1%	15.7%	*20.0%	17.4%
Live (in person) Card Games	92.6%	70.9%	80.9%	82.4%	*86.6%
Internet Gambling	68.5%	51.6%	57.3%	*71.4%	74.1%
Sports Betting with Bookies	32.3%	21.0%	26.4%	29.9%	*33.1%
Sports Betting with Friends/Peers	80.2%	87.1%	*76.6%	75.4%	*83.9%
Playing Bingo	32.9%	21.1%	15.3%	47.2%	*27.1%
Gambling with Dice	36.0%	*32.3%	*39.0%	30.4%	44.4%
Gambling with Dominoes	13.8%	11.3%	10.5%	12.5%	*13.5%
Gambling on Video and/or Arcade Games	43.9%	24.6%	45.7%	*45.5%	53.8%
Lottery (Legal Lotto and Daily Numbers)	46.4%	30.6%	42.0%	52.7%	*45.9%
Scratch-Off/ Instant Lottery Tickets	63.1%	41.0%	49.8%	*75.0%	*51.9%
Betting on Games of Skill (billiards, darts)	53.9%	44.0%	45.3%	*53.6%	59.0%
Betting on Animal Fights	7.3%	*8.0%	5.0%	5.4%	11.1%
Legal Betting on Animal Races	12.6%	0%	*10.5%	7.3%	*14.9%
Betting on Pools	65.5%	68.4%	73.7%	*66.7%	77.2%

Figure 1.10- Comparison of Perceived Popularity Rates by Survey Respondent

* = The survey respondent group (consisting only of adults) most similar in perceived popularity of gambling among youth to youth’s perceived popularity of gambling among their own peers. In some cases, 2 separate survey respondent groups were relatively close (+/- 1%) to youth in perception of popularity of a particular gambling type.

**a.) Perceived Popularity of Lottery Gambling Among Youth
Comparison by Survey Respondent and School**

Scratch-off tickets were perceived as more popular among youth than lottery tickets (daily numbers, lotto, etc.) among all survey respondent groups. The respondent groups that perceived both lottery and scratch-off tickets to be most popular were parents, followed by youth.¹

Interestingly enough, parents rated scratch-off tickets as being more popular among youth (75% popular) than the youth respondents (63% popular). One possible explanation would be that parents are purchasing scratch-off tickets for their children and/or are allowing their children to “scratch” their tickets to reveal if there are any winning numbers. Parents may consider this to be youth gambling, while youth may not consider that they are actually gambling when their parents purchased the scratch-off ticket.

Refer to figure 1.11.

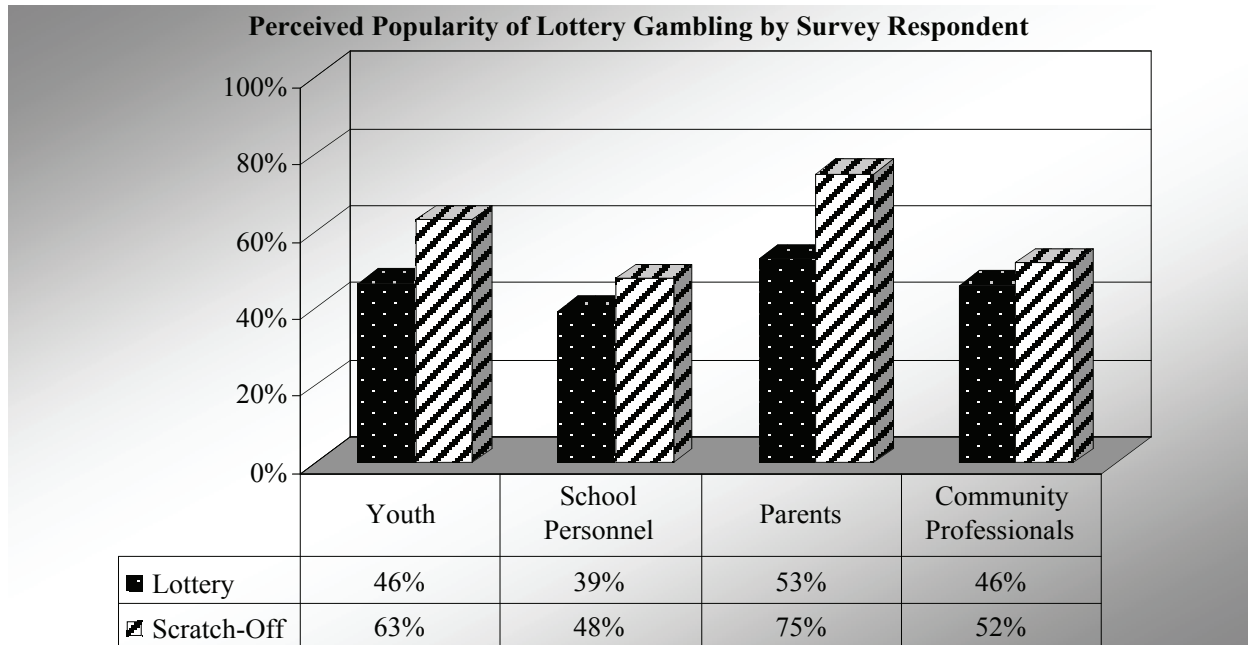


Figure 1.11- This graph shows that scratch-off tickets are more popular among youth than lottery tickets, according to youth, school personnel, parents, and community professionals. Parents had the highest rates of perceived youth popularity for both lottery and scratch-off tickets, while school personnel had the lowest rates.

Comparing the perceived popularity of lottery gambling among youth in middle school versus high school, it appears that lottery and scratch-off tickets are more popular among high school youth.² Only 39% of middle school youth versus 67% of high school youth perceive scratch-off tickets as popular among youth.

A greater discrepancy exists between high school personnel and high school youth in perceived popularity of youth lottery gambling, as opposed to middle school personnel and middle school youth. For example, 67% of high school youth versus 48% of high school personnel perceive scratch-off tickets as popular among youth, a 19% difference. In contrast, 39% of middle school youth versus 42% of middle school personnel see scratch-off tickets as popular among youth, only a 3% difference.

Refer to figure 1.12.

¹ Difference was found to be significant at the .05 level for scratch-off tickets, [$F(3, 608) = 3.214, p < .05$], but *not* significant for lottery tickets, ($p > .05$).

² Difference was found to be significant at the .001 level for popularity of scratch-off tickets [$F(3, 599) = 6.217, p < .001$] and significant at the .05 level for popularity of lottery tickets [$F(3, 603) = 3.915, p < .05$].

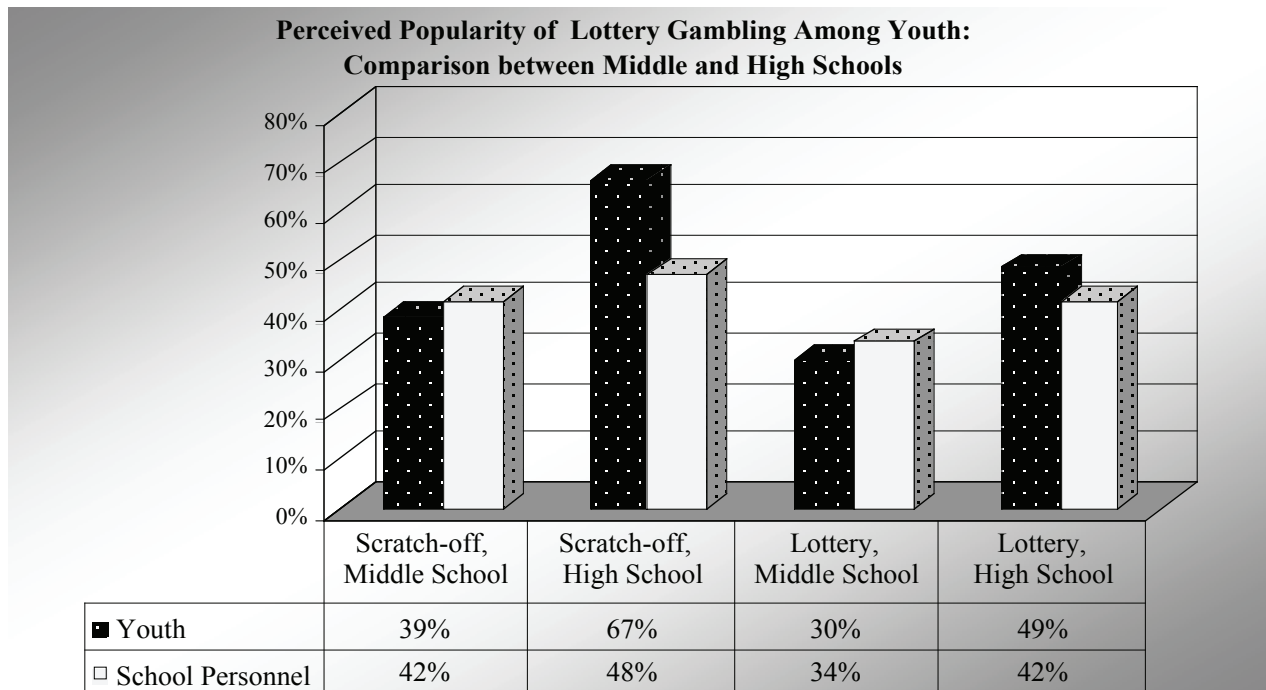


Figure 1.12- High school youth have significantly higher perception of youth popularity of lottery gambling than middle school youth, especially for scratch-off tickets.

**b.) Perceived Popularity of Internet Gambling Among Youth:
Comparison by School**

Comparing middle school to high school respondents, internet gambling was rated as more popular among middle school youth than high school youth.¹ Refer to figure 1.13.

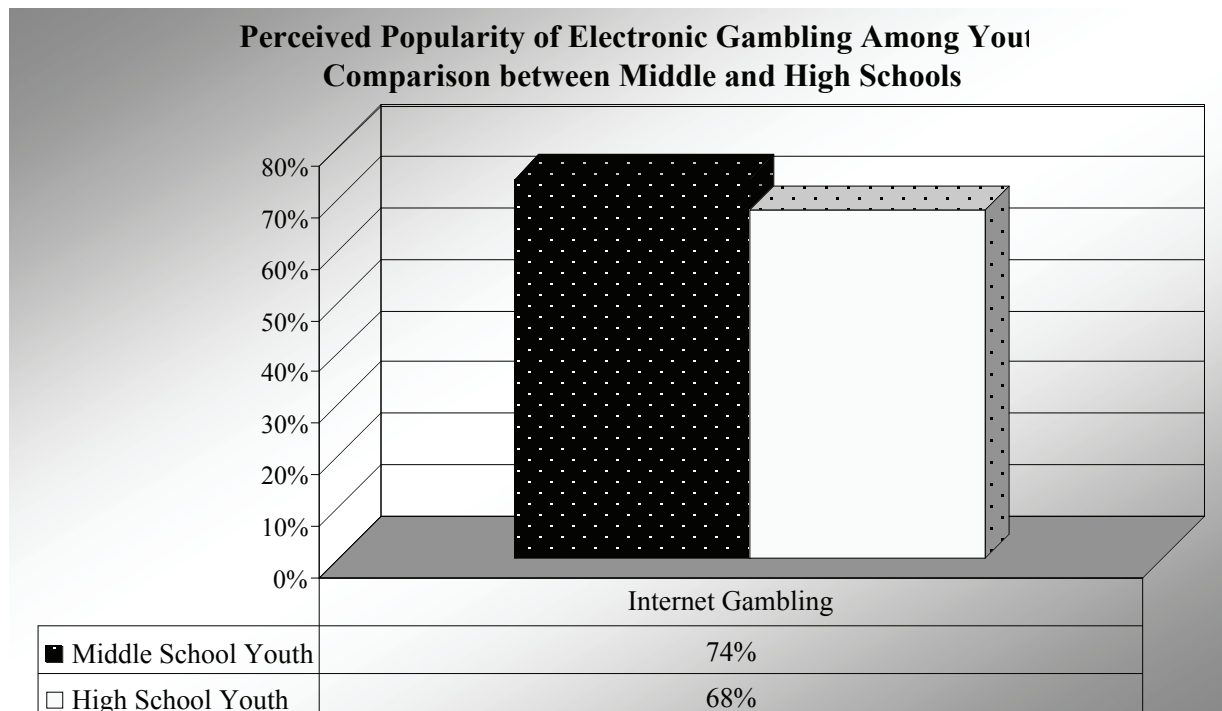


Figure 1.13- Perceived youth popularity of internet gambling is higher among middle school youth.

¹ Difference between middle and high school respondents significant at the .005 level, [$F(3, 595) = 4.583, p < .005$].

**c.) Perceived Popularity of Betting on Video and Arcade Games Among Youth:
Comparison by School**

Comparing middle school to high school respondents, gambling on video and/or arcade games is more popular among middle school youth than high school youth.¹ Refer to figure 1.14.

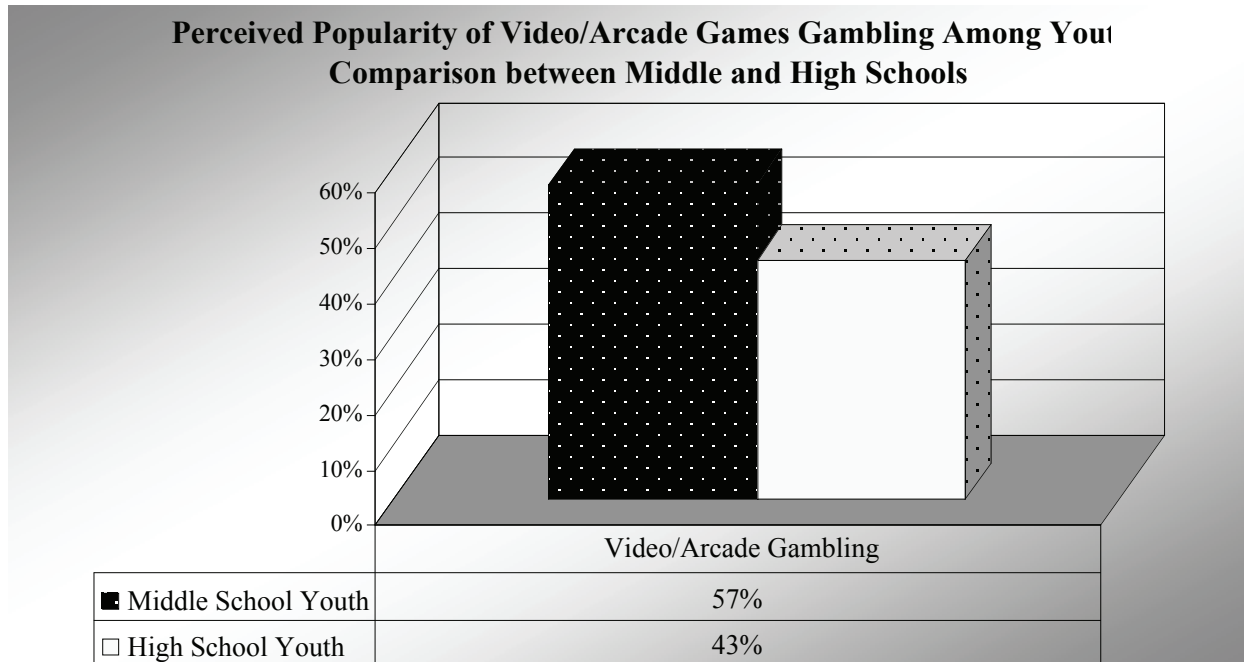


Figure 1.14- Perceived youth popularity of video/arcade gambling is higher among middle school youth.

d.) Perceived Popularity of Betting on Card Games Among Youth: Comparison by School

Perceived youth popularity of betting on cards games increases significantly between middle and high school personnel, from 59% to 88%.² Notice that for youth, perceived popularity for card gambling only increases by 7% from middle to high school. Refer to figure 1.15.

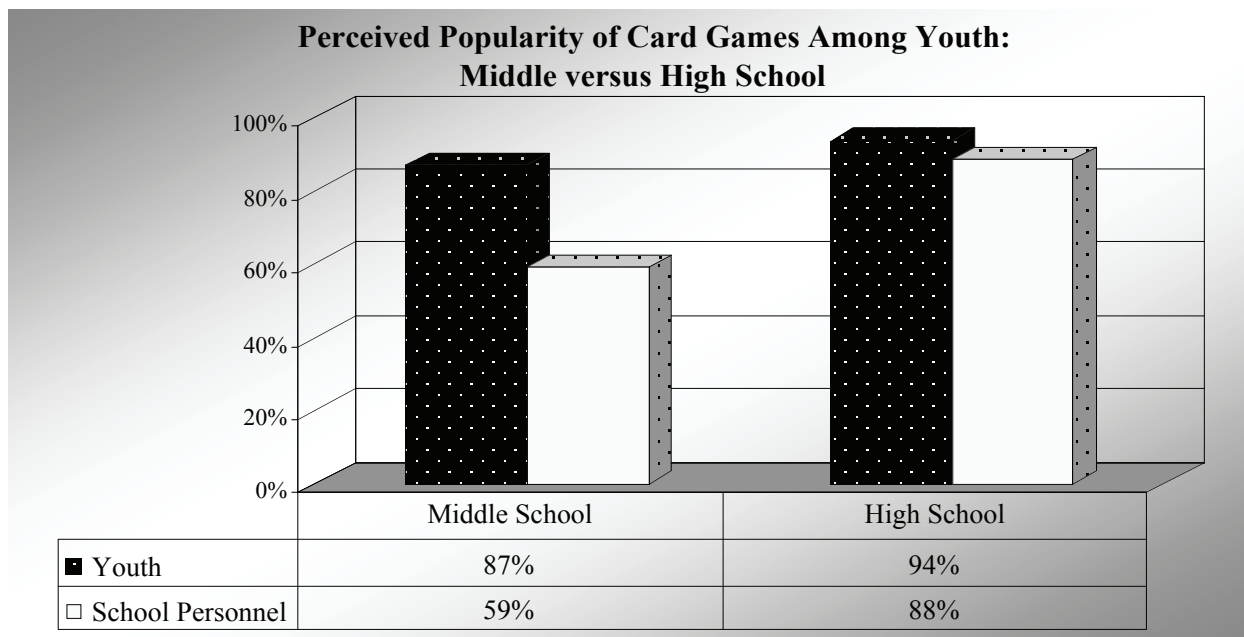


Figure 1.15- Perception of popularity of card game betting among youth increased dramatically among school personnel from middle to high school, from 59% to 88%, but only slightly increases among youth.

¹ Difference between middle and high school respondents significant at the .005 level, [$F(3, 606) = 4.259, p = .005$].

² Difference between middle and high school respondents found to be significant at the .05 level, [$F(3, 604) = 3.305, p < .05$].

e.) Sports Betting with Friends/Peers versus Bookies: Comparison by School

Both the perceived popularity of sports betting with bookies and sports betting with friends/peers significantly increased between middle and high school respondents (including youth and school personnel).¹ Refer to figure 1.16.

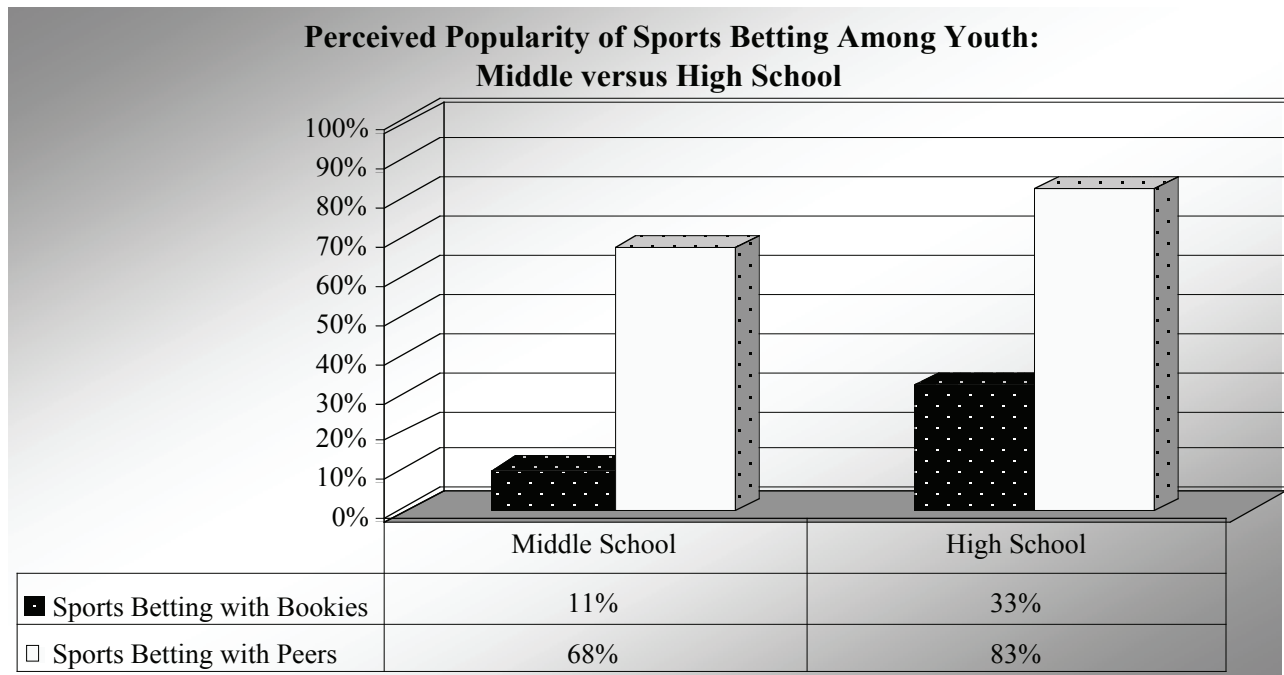


Figure 1.16- Perceived popularity increased between middle and high school respondents for sports betting among youth, especially for sports betting with bookies.

f.) Middle School Youth versus High School Youth: Perception of Popular Types of Gambling

Refer to figure 1.17 for a listing of popularity of gambling types for the middle school youth in comparison to the high school youth. Column 1 starts with the most popular type of gambling by school. Notice that internet gambling is perceived as more popular among middle school youth respondents. Scratch-off tickets were in the top five most popular types of gambling for high school youth, but not for middle school youth, while betting on video/arcade games was more popular among middle school youth.

Perceived Popularity Among Youth	-1- % Popularity	-2- % Popularity	-3- % Popularity	-4- % Popularity	-5- % Popularity
High School Youth	Betting on Card Games, 94%	Sports Betting with Friends, 82%	Internet Gambling, 68%	Scratch-off Lottery Tickets, 67%	Betting on Pools, 65%
Middle School Youth	Betting on Card Games, 87%	Internet Gambling, 74%	Sports Betting with Friends, 70%	Betting on Pools, 65%	Betting on Video/Arcade Games, 57%

Figure 1.17- Popular Types of Gambling among Middle and High School Youth

¹ Difference between school respondents found to be significant at the .05 level for sports betting with bookies, [$F(3, 600) = 3.316, p < .05$] and significant at the .005 level for sports betting with friends/peers, [$F(3, 609) = 4.482, p < .005$].

II. Youth Gambling in School: Trends by Survey Respondents

a.) Youth Gambling at School

Respondents answered whether or not they had ever witnessed youth gambling on school grounds during school hours. A significant difference¹ was found between survey respondent groups (school personnel, youth, parents, community) on whether respondents witnessed youth gambling at school. A significant difference was also found if school personnel were split into two groups (school administration versus school faculty and staff) and compared to parents, youth, and community professionals.²

While 50% of youth respondents had witnessed youth gambling at school at least once before, only 29% of school faculty and staff had witnessed youth gambling at school. 36% of school administrators had witnessed youth gambling at least once before. Only 10% of all parents had seen youth gambling at least once before, which is probably explained by the fact that they are typically not present throughout the school day, as youth and school personnel would be.

Refer to figure 1.18.

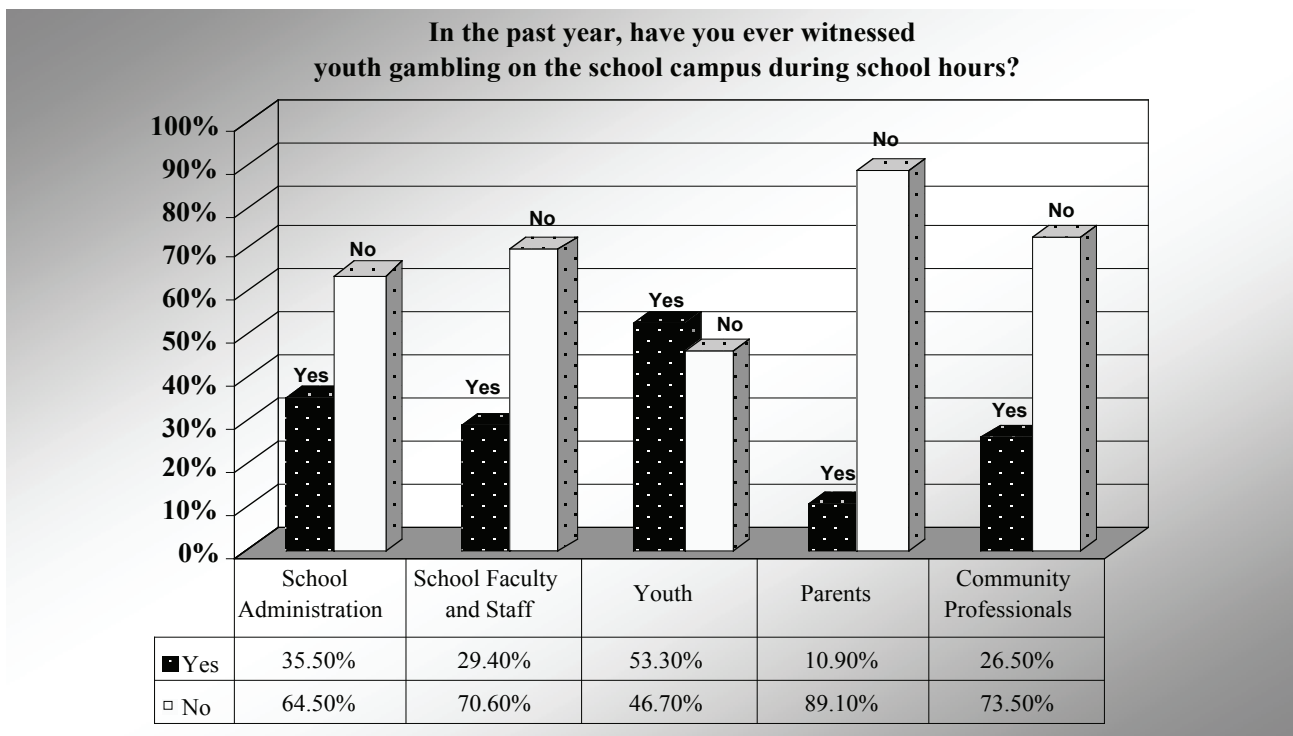


Figure 1.18- Of all survey respondent groups, youth (53%) were the most likely to have witnessed youth gambling at school, while parents were the least (11%). Furthermore, youth gambling was witnessed more frequently among school administrators (36%) than school faculty and staff (29%).

A highly significant difference was found when comparing high school respondents (school personnel and youth) to middle school respondents (school personnel and youth) and community representatives (parents and community professionals).³ Youth gambling was witnessed significantly more among high school youth (56%) than middle school youth (36%). Youth gambling was also witnessed more among high school personnel (51% administrators, 38% faculty and staff) than middle school personnel (10% administrators, 19% faculty and staff). Refer to figure 1.19.

¹ Difference found to be significant at the .005 level, [$F(3, 613) = 16.027, p < .005$]

² Difference found to be significant at the .005 level, [$F(4, 612) = 12.207, p < .005$]

³ Difference found to be significant at the .005 level, [$F(3, 604) = 17.900, p < .005$].

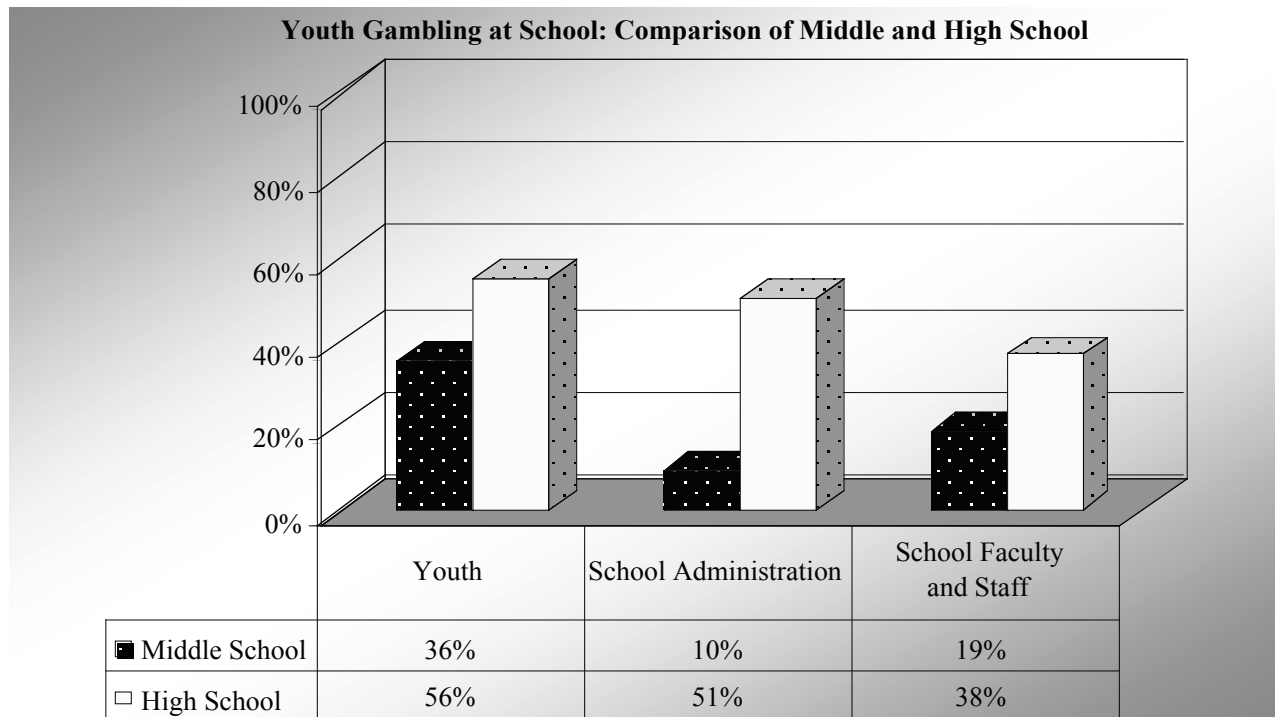


Figure 1.19- Youth gambling was witnessed more frequently among high school youth and school personnel than among middle school youth and school personnel.

b.) Types of Youth Gambling at School

Among the respondents who had witnessed youth gambling on school grounds during school hours, there were no major differences between reported types of gambling seen by youth versus school personnel, parents, and community professionals, ($p > .05$). When comparing middle school to high school respondents, there was also no observed difference in types of gambling youth participated in during school, ($p > .05$).

Significant differences were most likely not observed because this question was a “fill in the blank” question, and therefore respondents were not limited to listing only one type of youth gambling they had seen in school, nor were they limited to listing specific types of gambling. There may have been more distinct differences between survey respondent groups if the question had been offered in the multiple choice format, asking respondents to pick the type of youth gambling they had most frequently witnessed at school.

c.) Greatest Concerns Regarding Youth Gambling

Among the respondents who listed their greatest concerns regarding youth gambling, there were no significant differences between survey respondents or between middle and high school respondents, ($p > .05$).

Significant differences between respondent groups were not observed most likely because this question was a “fill in the blank” question, and therefore respondents were not limited to listing only one concern, but were asked to list up to three concerns. There may have been more distinct differences between survey respondent groups if the question had been offered in the multiple choice format, asking respondents to pick one concern they had the most concerning youth gambling.

-Section B- ATTITUDES ON YOUTH GAMBLING

This section was used to assess the trends in attitudes concerning youth gambling and youth gambling prevention. Survey respondents were directed to rate how much they agreed or disagreed with each listed statement, all of which concerned youth gambling and youth gambling prevention. Answers were on a scale from strongly agree, somewhat agree, somewhat disagree, to strongly disagree.

Attitudes on Youth Gambling Part 1: General Trends

I. Youth Gambling versus Youth Problem Gambling Prevention

The majority of respondents agreed that youth gambling prevention was important (96% total: 63% strongly agreed, 33% somewhat agreed) and that youth *problem* gambling prevention was important (98% total: 86% strongly agreed, 12% somewhat agreed).

Respondents were more strongly in favor of youth *problem* gambling prevention than youth gambling prevention. For instance, only 63% of respondents “strongly agreed” that youth gambling prevention was important while 86% of respondents “strongly agreed” that youth *problem* gambling was important. In other words, while most respondents support youth problem gambling prevention, many are somewhat ambivalent about the need to prevent youth gambling entirely or when no “problems” are present.

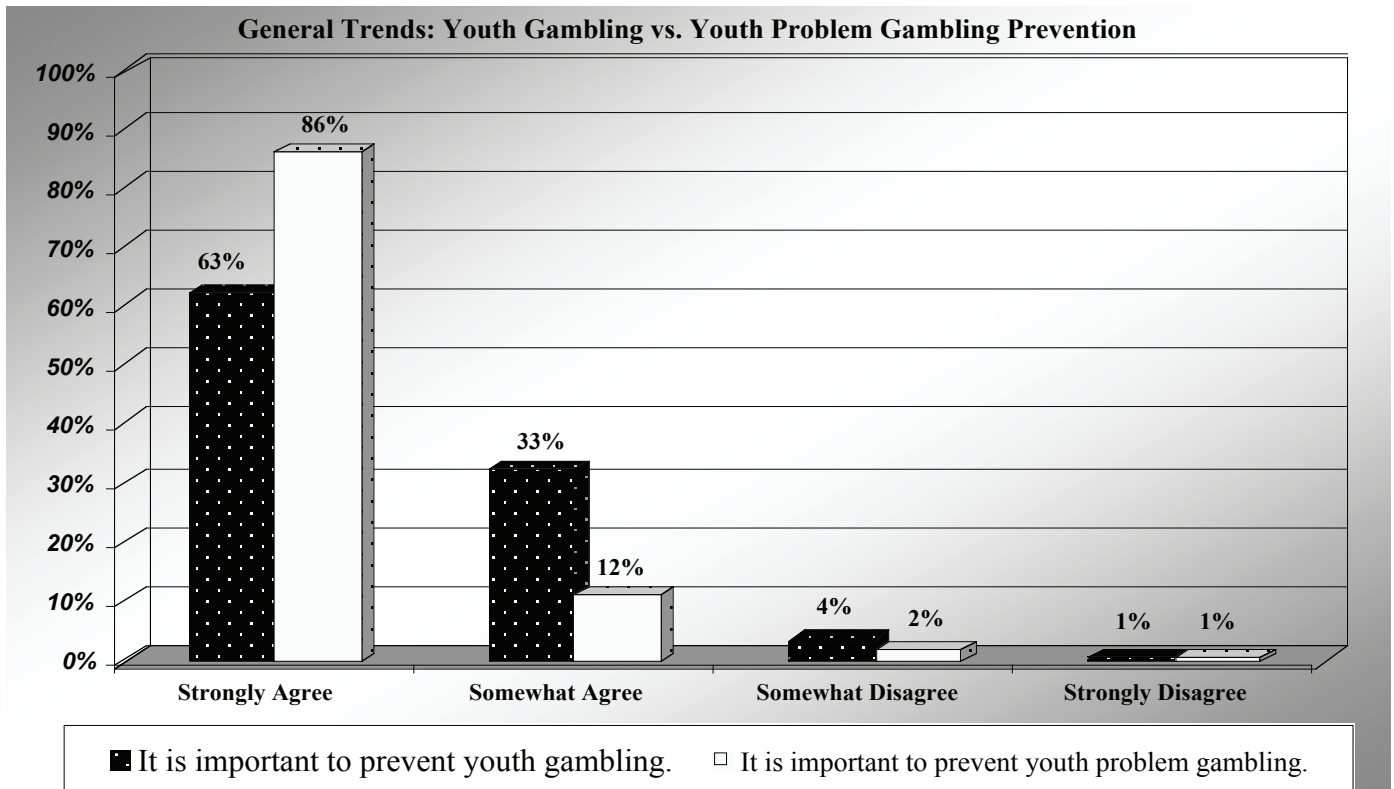


Figure 2.1- 96% of respondents were in support of youth gambling prevention (63% strongly agreed, 33% somewhat agreed) as well as youth problem gambling prevention (86% strongly agreed, 12% somewhat agreed). Respondents were more strongly in favor of youth problem gambling prevention (86% strongly agreed), as opposed to youth gambling prevention (63% strongly agreed).

Over two-thirds (26% strongly agreed, 51% somewhat agreed) of respondents perceived that youth gambling prevention was possible. However, while over half of respondents “strongly agreed” that youth gambling prevention was important, only 26% of respondents “strongly agreed” that youth gambling prevention was possible.

In other words, many respondents support the notion that youth gambling prevention is *important*, but are unsure if it is actually *possible* to prevent gambling among youth.

Refer to figure 2.2.

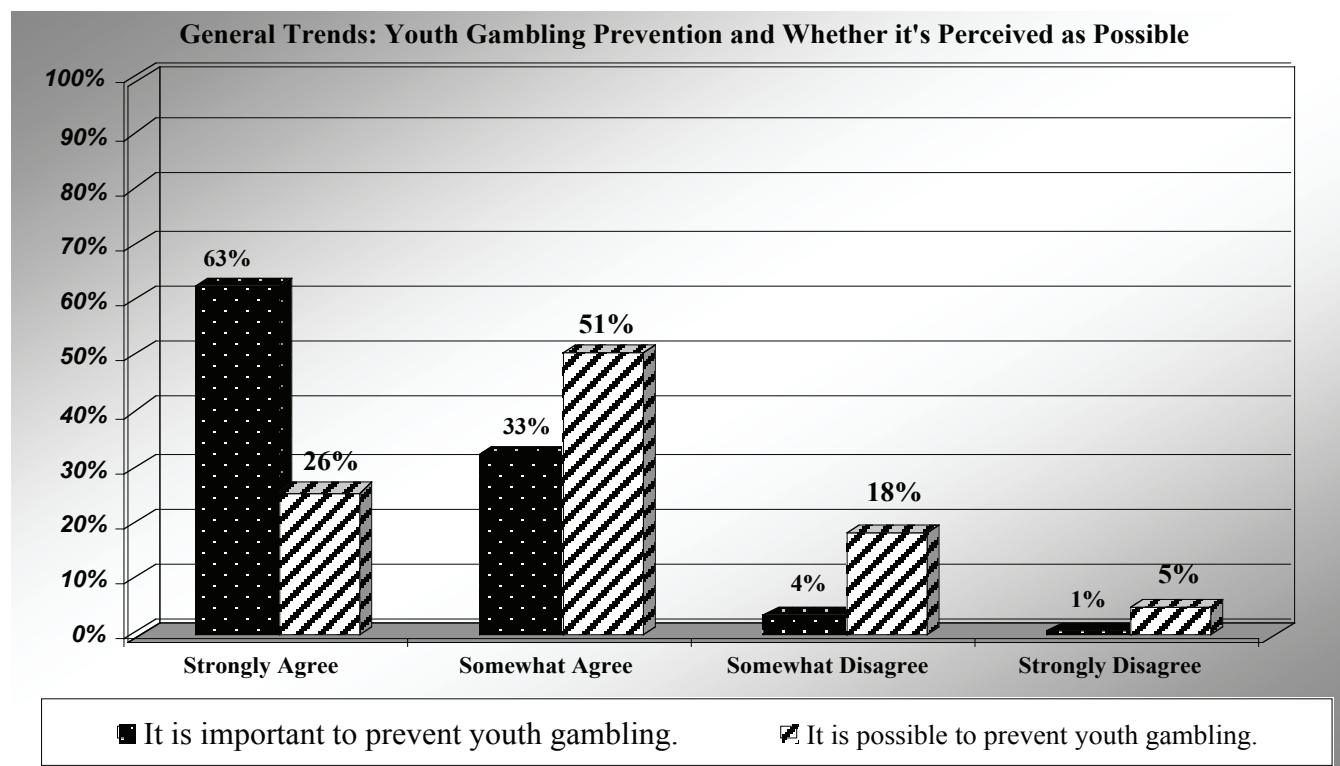


Figure 2.2- 23% of all respondents (18% somewhat disagreed, 5% strongly disagreed) do not believe that youth gambling prevention is possible. More respondents “strongly agreed” that youth gambling prevention was important (63%) than actually possible (26%).

II. Youth Gambling Prevention Programs are Good Community Investments

While many respondents perceived that youth problem gambling prevention was important, fewer respondents perceived that gambling prevention programs were good investments for the community. For example, most respondents (86%) “strongly agreed” that youth problem gambling prevention was important. However, only 42% “strongly agreed” that youth gambling prevention programs were good community investments.

Refer to figure 2.3.

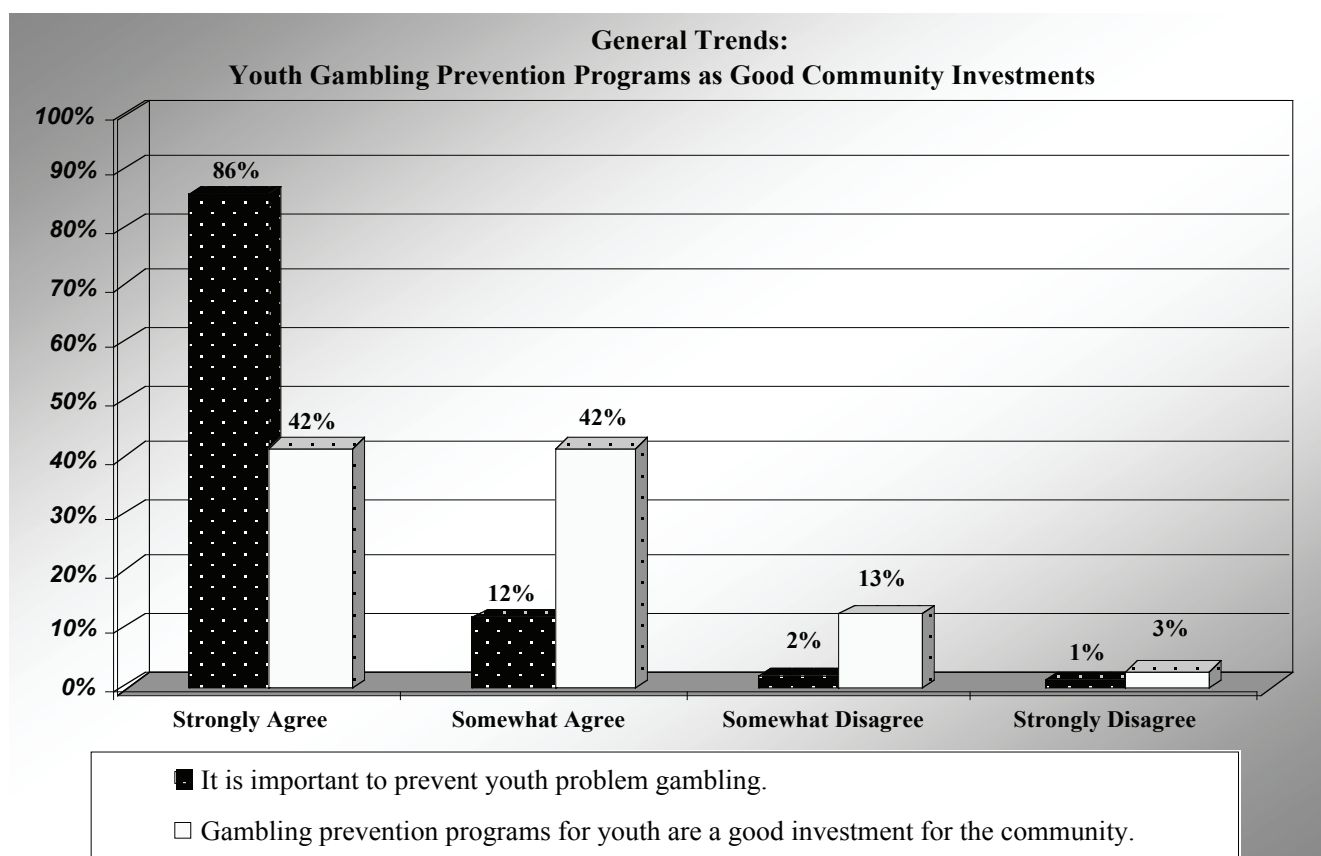


Figure 2.3- Respondents generally valued importance of youth problem gambling, but do not necessarily see youth gambling prevention programs as good community investments. While 86% of respondents strongly felt that youth problem gambling prevention was important, about half (42%) of respondents strongly felt that youth gambling prevention programs were good community investments.

III. Attitudes of Perceived Risks Associated with Gambling Behavior

91% of all respondents agreed (67% strongly agreed, 24% somewhat agreed) that all youth, regardless of ethnicity or socioeconomic status, are at risk of problem gambling. Only 9% of respondents disagreed (6% somewhat disagreed, 3% strongly disagreed). 63% of respondents (31% somewhat disagreed, 32% strongly disagreed) did not agree that it was not okay for youth to gamble occasionally. 37% of respondents (5% strongly agreed, 32% somewhat agreed) believed occasional youth gambling to be acceptable.

Refer to figure 2.4 for specific percentages.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<i>All youth (regardless of ethnicity/socioeconomic status) are at risk of problem gambling.</i>	67 %	24 %	6 %	3 %
<i>It is okay for youth to gamble occasionally</i>	5 %	32%	31 %	32 %

Figure 2.4

IV. Enforcement of school policy/procedure should be a priority.

78% of all respondents (45% strongly agreed, 33% somewhat agreed) feel that enforcement of school policies and procedures should be considered a priority. Only 6% “strongly disagree” with this statement. Overall, 22% (16% strongly disagreed, 6% somewhat disagreed) of all respondents do not consider school policy enforcement as a priority and need. Refer to figure 2.5.

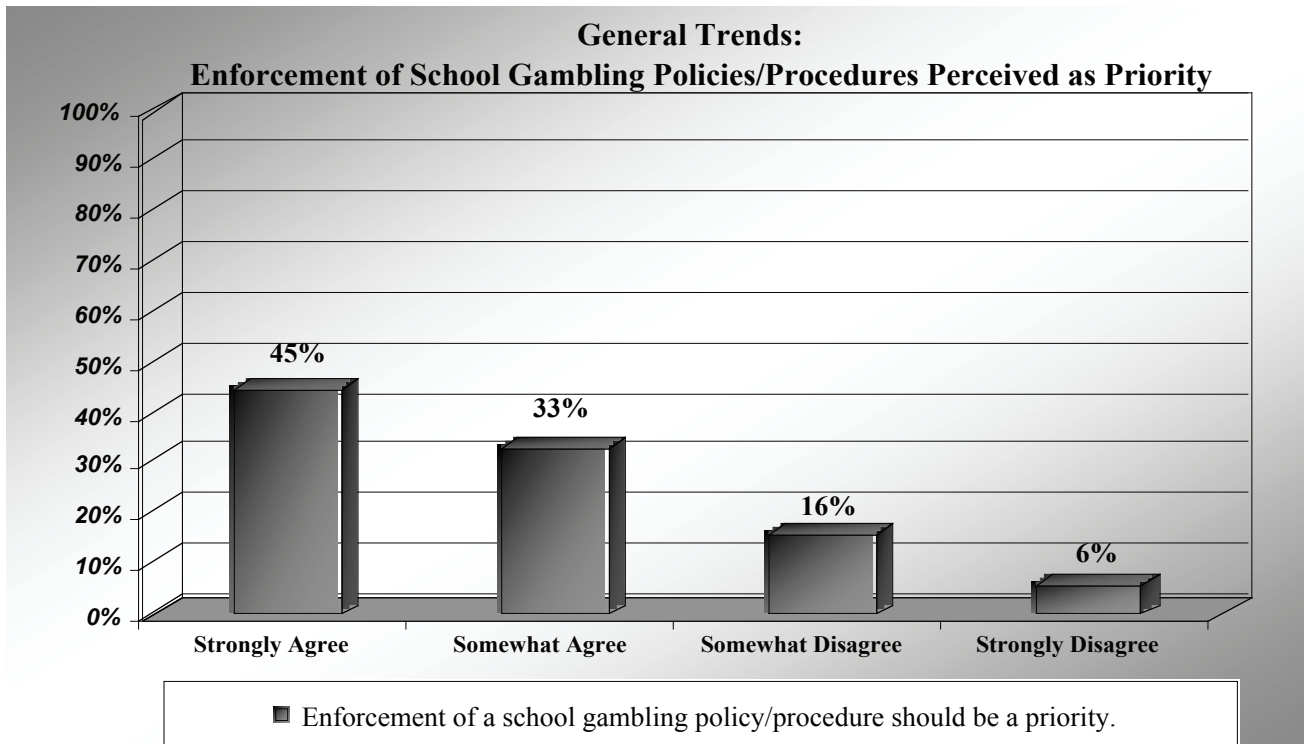


Figure 2.5- 78% of respondents (45% strongly agreed, 33% somewhat agreed) think enforcement of school gambling policies/procedures is a priority. 22% of respondents (16% somewhat disagreed, 6% strongly disagreed) feel that enforcement of school gambling policies is not a priority.

V. Gambling as a Private Matter

70% of all respondents (34% somewhat disagree, 35% strongly disagree) did not consider gambling as a private matter that should be dealt with at home. On the other hand, 30% of all respondents (7% strongly agree, 24% somewhat agree) perceived gambling to be a private, family matter.

VI. Family versus Peer Gambling: Impact on Youth

There was only a slight difference between how respondents perceived youth to be affected by family members and significant others versus friends and peers. 94% of respondents (69% strongly agreed, 25% somewhat agreed) agreed that youth were affected when family members or significant others gambled. 93% of respondents felt that youth were affected when their friends or peers gambled. More respondents strongly agreed (69%) that gambling among family members affected youth than gambling among friends and peers affected youth (61%). Refer to figure 2.6.

Impact of Family and Peer Gambling on Youth	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<i>Youth are strongly affected when their family members/ significant others gamble.</i>	69 %	25 %	5 %	2 %
<i>Youth are strongly affected when their friends and peers gamble.</i>	61 %	32 %	5 %	2 %

Figure 2.6- Respondents perceived youth to be most affected when their family members or significant others gambled, as opposed to their friends and peers.

Attitudes on Youth Gambling: Part 2: Regional Trends

Only questions which resulted in significant differences between the regions are covered in this section.

I. Trends by Education Reference Group (ERG):

No significant differences between the Education Reference Groups (ERGs) were found for any questions in the attitudes on youth gambling section, ($p > .05$).

II. Trends by Regional Action Councils (RACs):

a.) Perceived Importance of Youth Gambling Prevention versus Youth Problem Gambling Prevention:

Trends throughout the regions reveal that most respondents value the importance of youth gambling prevention. The perception that youth gambling prevention is important was significantly different across the Regional Action Councils,¹ with responses ranging from 89-100% of respondents agreeing that youth gambling prevention is important. As seen in the general trends, even more respondents value the importance of youth problem gambling prevention. Furthermore, the perception that youth problem gambling prevention is important was also significantly different across the region,² with responses ranging from 93-100% of respondents agreeing that youth problem gambling prevention is important.

Please refer to figure 2.7 below for specific percentages by Regional Action Council.

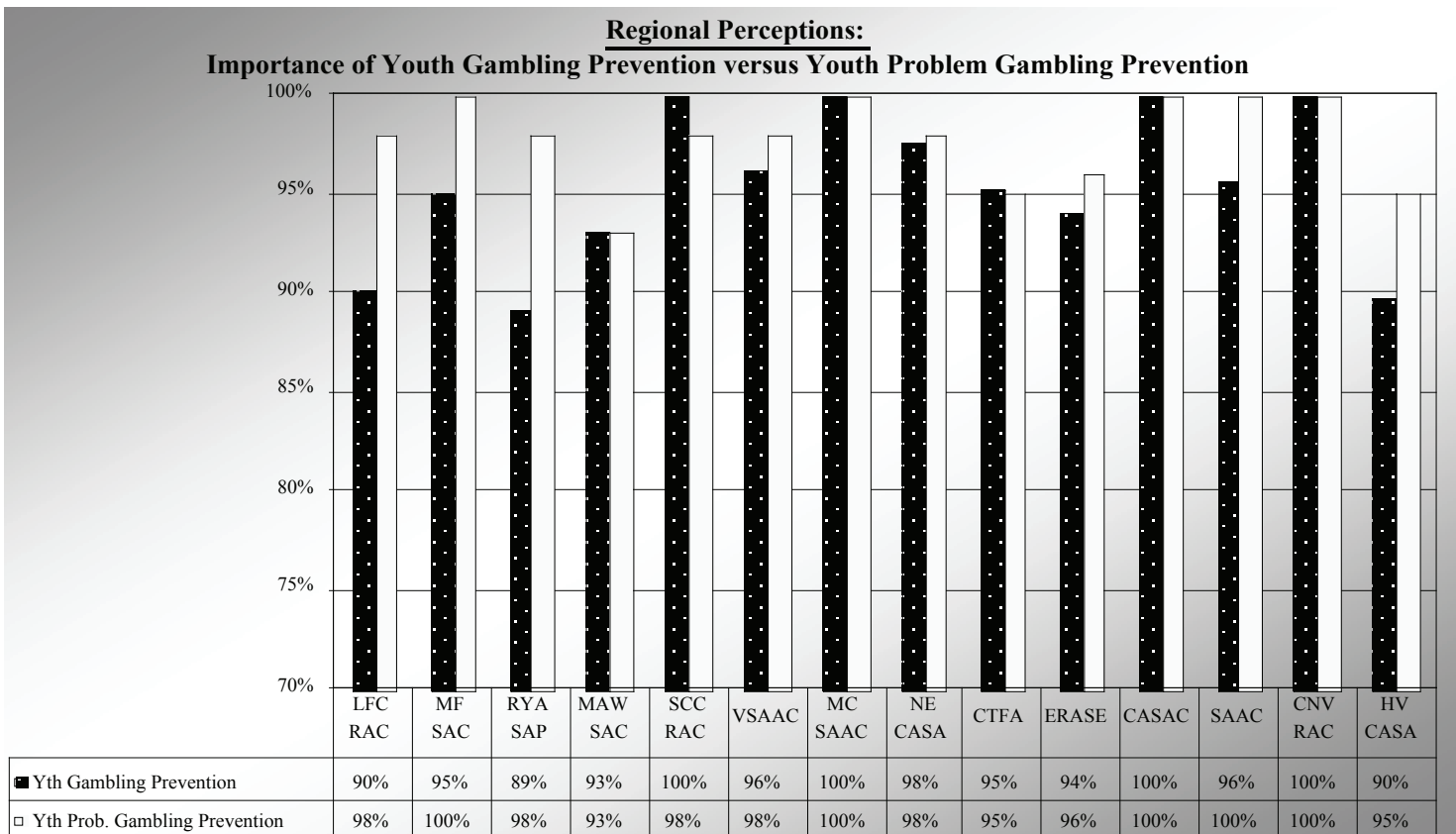


Figure 2.7- This graph shows the regional attitudes concerning the importance of youth gambling prevention versus youth problem gambling prevention. Respondents typically ranked youth problem gambling prevention as being more important than youth gambling prevention, as seen in graph, where only 3 out of 14 Regional Action Councils had respondents ranking youth gambling prevention and youth problem gambling prevention of equal importance.

¹ Difference found to be significant at the .005 level, [$F(13, 603) = 2.676, p < .005$].

² Difference found to be significant at the .001 level, [$F(13, 601) = 3.426, p < .001$].

b.) Perceived Importance of Youth Gambling and Youth Problem Gambling Prevention:

While a strong majority of respondents throughout the regions perceived that youth problem gambling prevention is important, fewer respondents throughout the region agreed that gambling prevention programs for youth are a good investment for the community. There were significant differences in attitudes that gambling prevention programs were a good investment for the community across the Regional Action Councils.¹

Refer to figure 2.8 for details.

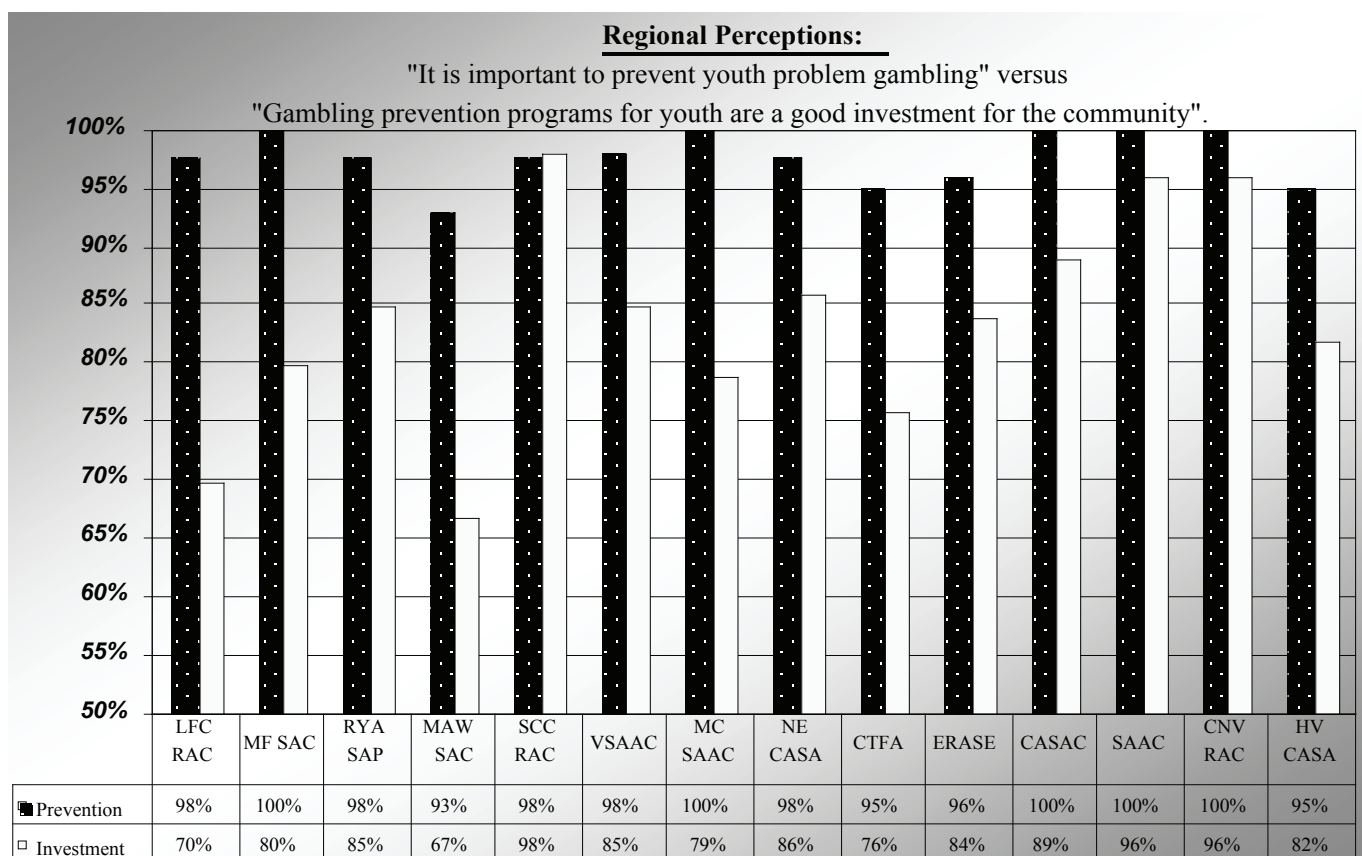


Figure 2.8- Throughout the regions, respondents perceived youth problem gambling prevention as an important matter, but much fewer believed youth gambling prevention programs to be a good investment for the community. Only 3 out of 14 RACS had results that showed respondents who perceived youth problem gambling prevention as important also (within 5%) agreeing that gambling prevention programs for youth are a good community investment.

c.) Attitude that Enforcement of a Gambling Policy/Procedure Should Be a Priority:

Respondents were asked whether they believed that enforcement of a school gambling policy/procedure should be considered a priority. There were significant differences in attitudes concerning gambling policy enforcement throughout the regions,² with results ranging from 54 % to 93% of respondents supporting school gambling policy enforcement as a priority.

Refer to figure 2.9 for details.

¹ Difference found to be significant at the .001 level, [$F(13, 601) = 3.426, p < .001$].

² Difference found to be significant at the .001 level, [$F(13, 605) = 3.941, p < .001$].

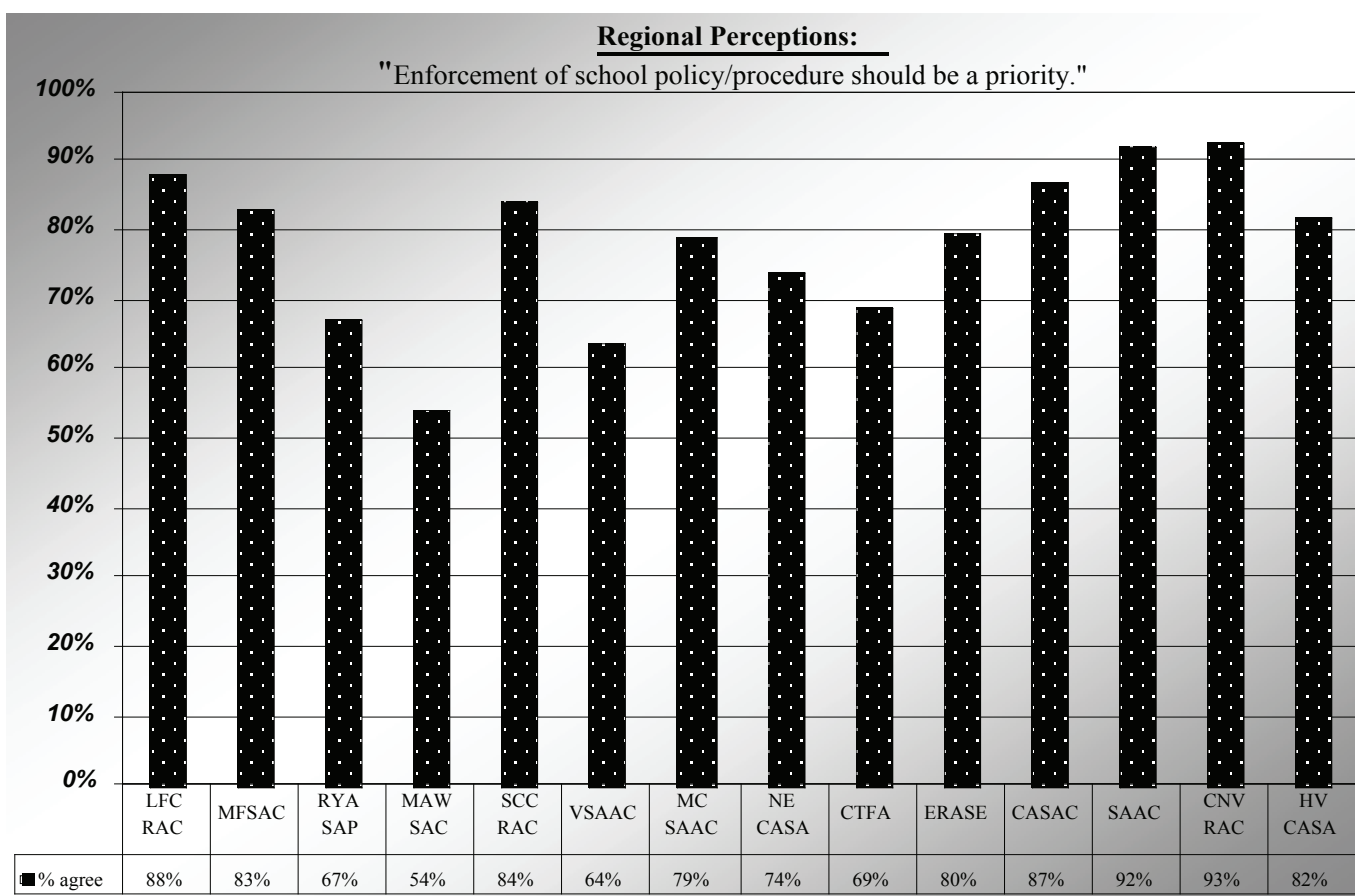


Figure 2.9- Attitudes that enforcement of a school gambling policy/procedure should be a priority significantly differed across the regions, with a range of 54% to 93% of respondents agreeing policy enforcement to be a priority.

III. Trends in Attitudes on Youth Gambling by Proximity to Connecticut Casinos:

The Gambling Impact and Behavior Study in 1999¹ revealed that within a 50-mile radius around a casino, rates of problem gambling doubled. However, when comparing attitudes from respondents who lived/worked within the 50-mile radius around Foxwoods and Mohegan Casino to respondents who lived/worked outside the 50-mile radius, no significant differences were observed, ($p > .05$).

In other words, respondents residing within a 50 mile radius of the casinos did not have uniquely different attitudes regarding youth gambling prevention than respondents residing 50 miles or more away from the casinos. A town's proximity to the casinos did not seem to strongly affect attitudes on youth gambling amongst respondents.

Significant findings might have resulted if there had been more equal representation of towns within and outside the 50-mile radius of the Connecticut casinos.

¹ The Gambling Impact and Behavior Study was published as a report to the National Gambling Impact Study Commission in 1999 from NORC (National Opinion Research Center) at the University of Chicago. Principal researchers were Dean Gerstein, John Hoffmann, and Cindy Larison. An online copy of the full report can be found at: www.norc.uchicago.edu.

Attitudes on Youth Gambling

Part 3: Trends by Survey Respondent

Only questions which resulted in significant differences or distinctive trends between respondents are covered in this section.

I. Importance of Youth Gambling and Youth Problem Gambling Prevention

Results were broken down by respondents' represented group: school administrators, school faculty and staff, youth, parents/guardians, and community professionals. As shown in the general and regional trends, all respondent groups felt more strongly about the importance of youth problem gambling prevention, rather than youth gambling prevention.

Significant differences were found between survey respondent groups on the attitudes that youth gambling prevention¹ and youth problem gambling prevention² were important. School administrators felt the most strongly about both youth gambling and youth problem gambling prevention, while youth respondents felt the least strongly about both youth gambling and the youth problem gambling prevention. Approximately 10% of youth perceive youth gambling prevention as NOT important, where as less than 2% of school administration, 1% of school faculty and staff, and 0% of parents felt that youth gambling prevention was NOT important. Please refer to figures 2.10 and 2.11.

When comparing middle school and high school respondents (including school personnel and youth), middle school respondents more strongly supported both youth gambling and youth problem gambling prevention than the high school respondents. However, there is no significant difference concerning youth gambling and youth problem gambling prevention attitudes between middle school and high school respondents, ($p > .05$).

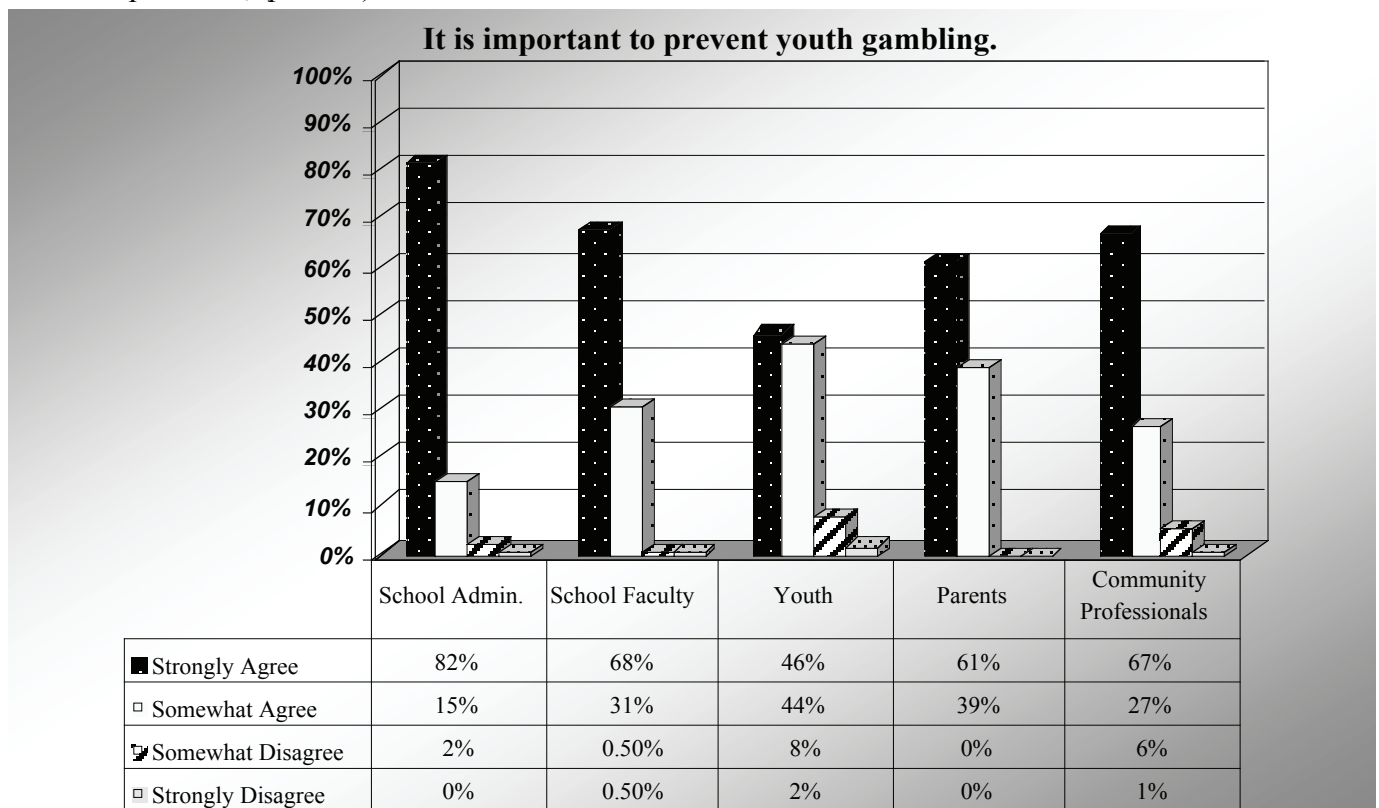


Figure 2.10- School Administrators felt most strongly about the importance of youth gambling prevention. Youth respondents were least likely to support the notion that youth gambling prevention is needed.

¹ Difference found to be significant at the .001 level, [$F(4, 612) = 9.869, p < .001$].

² Difference found to be significant at the .001 level, [$F(4, 612) = 10.777, p < .001$].

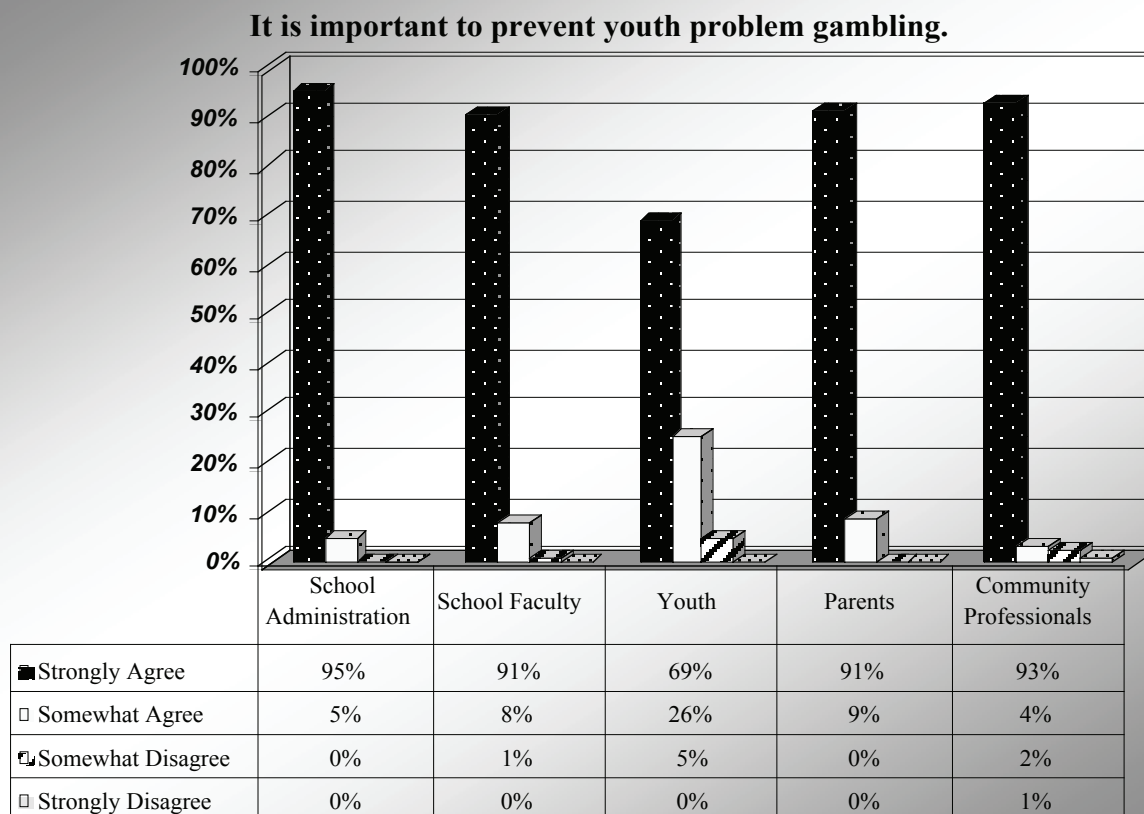


Figure 2.11- As seen when measuring the attitudes towards youth gambling prevention, school administrators led in the group that most supported youth problem gambling prevention. All categories, with the exception of youth, strongly agreed that youth problem gambling prevention was important.

II. Attitude that Prevention of Youth Gambling is Possible

While no significant differences were found ($p > .05$) between survey respondents on the perception that youth gambling prevention is possible, it is worthwhile to note that parents and school administration were most likely to agree while youth were least likely to agree on the statement.

Refer to figure 2.12 for detailed percentages.

<i>Perception that prevention of youth gambling is possible</i>	School Admin.	School Faculty/Staff	Parents	Youth	Community Profess.
Agree (strongly agree/somewhat agree)	81 %	76 %	84 %	73 %	77 %
Disagree (strongly agree/somewhat disagree)	19 %	24 %	16 %	27 %	23 %

Figure 2.12- The perception that youth gambling prevention is possible was most frequent among parents.

Furthermore, slightly more middle school respondents (81% agreed, including school personnel and youth) perceived that youth gambling prevention was possible, as opposed to high school respondents (75% agreed, including school personnel and youth).

Significant differences were not observed, ($p > .05$).

III. Youth Gambling Prevention Programs are Good Community Investments

There were significant results between survey respondent groups on the attitude that youth gambling prevention programs are good community investments.¹ Youth were the least likely to see youth gambling prevention programs as good investments for the community, with 66% perceiving such programs as a good investment (23% strongly agreed, 43% somewhat agreed). Parents were most likely to perceive youth gambling prevention programs as good community investments. All groups, with the exception of youth, largely agreed that such prevention programs are good investments.

Refer to figure 2.13.

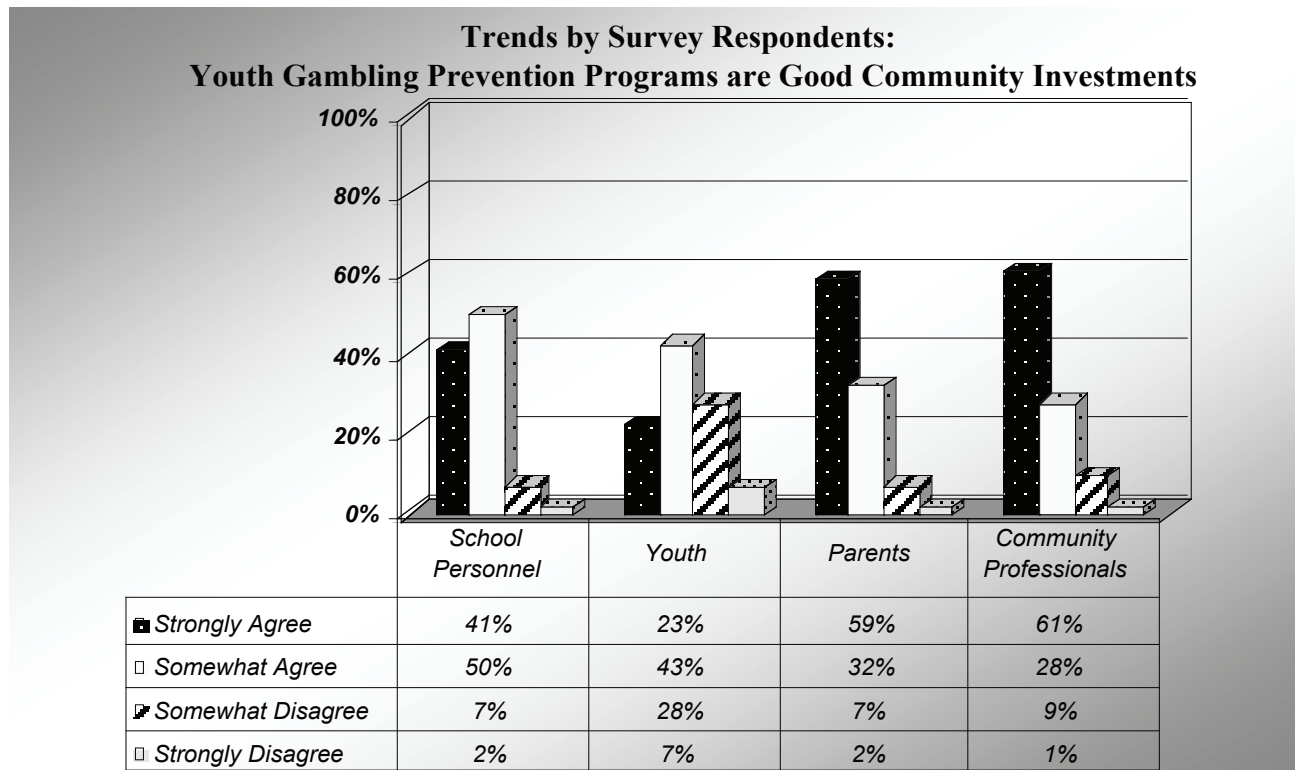


Figure 2.13- While a strong majority of school personnel (91%), parents (91%), and community professionals (89%) consider youth gambling prevention programs to be good community investments, only 66% of youth share this view.

Middle school youth (74%) were significantly more likely to consider youth gambling prevention programs as good community investments than high school youth (63%).² High School Administrators (94%) were slightly more in agreement than middle school administrators (90%) that youth gambling prevention programs were good community investments.

Notice that there is a larger discrepancy in perception between high school administrators (94%) and high school youth (63%), a 31% difference, than there is between the middle school administrators (90%) and middle school youth (74%), only a 16% difference.

Refer to figure 2.14.

¹ Difference found to be significant at the .001 level, [$F(3, 611) = 26.997, p < .001$].

² Difference found to be significant at the .001 level, [$F(3, 602) = 12.606, p < .001$].

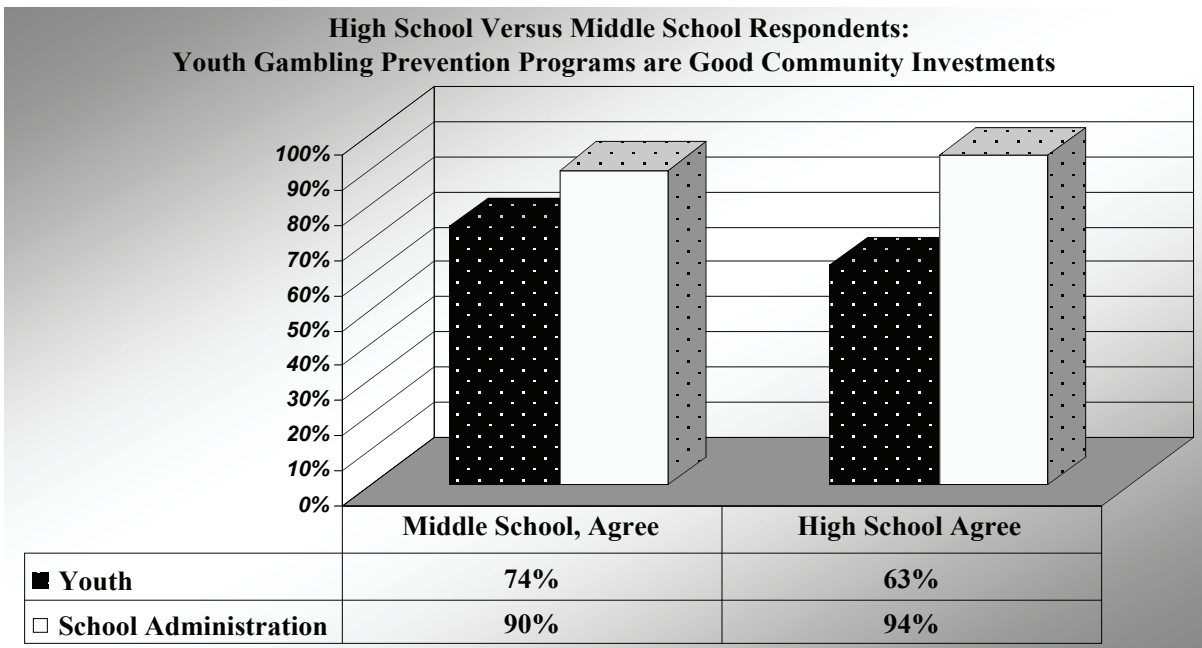


Figure 2.14- Middle school youth have a higher regard for youth gambling prevention programs than high school youth. High School administrators agreed slightly more than middle school administrators on the perception that youth gambling prevention programs are good community investments.

IV. Enforcement of School Policies/Procedures Should be a Priority

Community professionals (89%), school personnel (84%), and parents (83%) all mostly agreed that enforcement of school policies and procedures should be considered priority, where as only 58% of youth agreed and 42% of youth disagreed.¹ Refer to figure 2.15.

No significant difference was found between high school and middle school respondents, ($p > .05$).

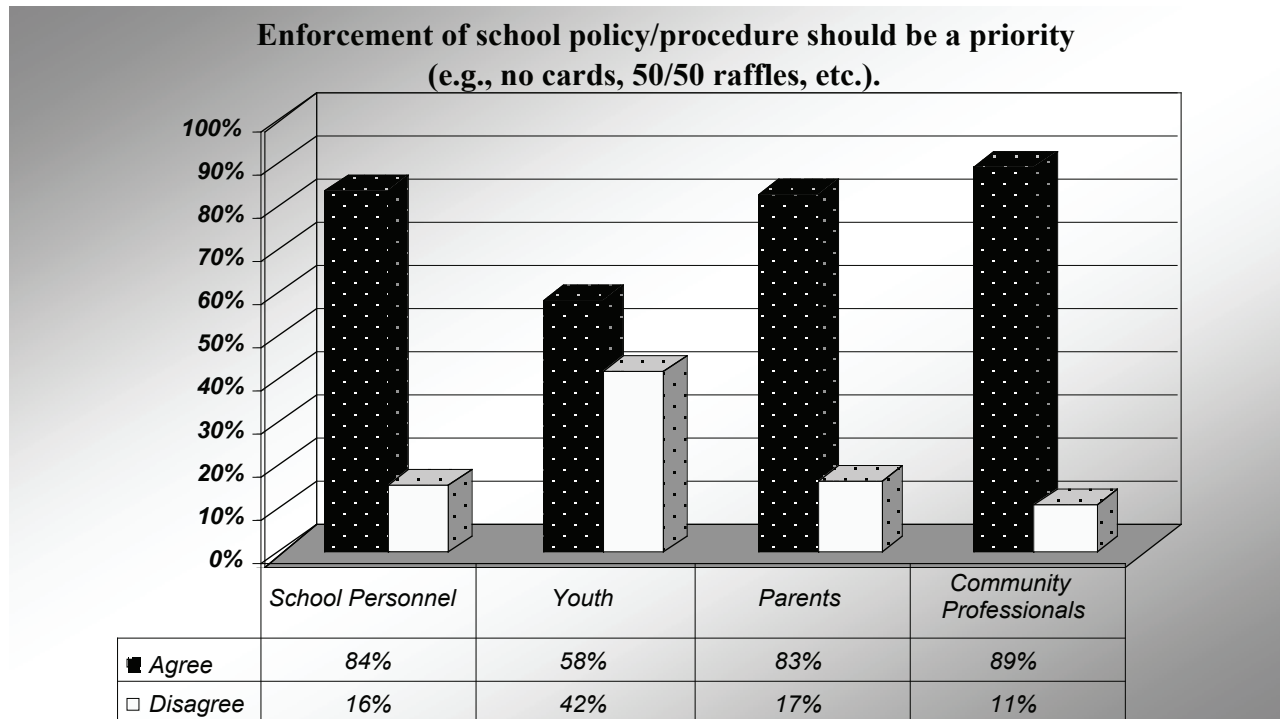


Figure 2.15- Youth were least likely to consider school gambling policy enforcement a priority.

¹ Difference found to be significant at the .001 level, [$F(3, 615) = 32.066, p < .001$].

V. Perception of Gambling As a Private Matter

A significant difference resulted between survey respondent groups on the attitude that gambling is a private matter that should be dealt with at home.¹ Youth were most likely to agree with the attitude that gambling is a private matter that should be dealt with at home, while community professionals were most likely to disagree.

Refer to figure 2.16.

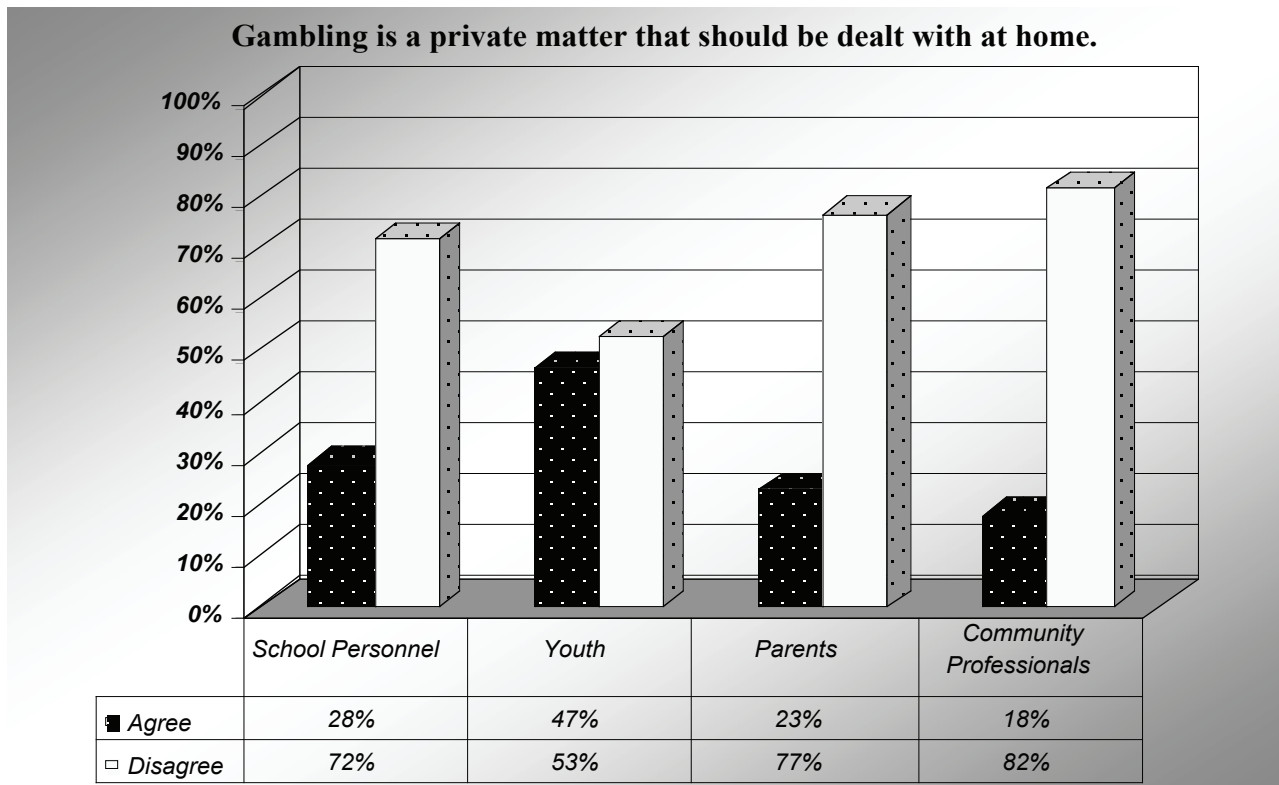


Figure 2.16- Youth were most likely to agree with the perception of gambling being a private family matter.

¹ Difference found to be significant at the .001 level, [$F(3, 609) = 19.639, p < .001$].

-Section C- GAMBLING PREVENTION RESOURCES

This section was used to assess and evaluate whether prevention strategies to prevent and reduce youth gambling and problem gambling are currently in place in schools throughout the state.

Questions established whether or not schools throughout Connecticut have policies and/or procedures that address gambling among students and school faculty/staff, and if existing policies are regularly enforced by the school. Other questions gage; whether gambling prevention is included in school curriculum; if any information on problem gambling is available for distribution at school; and if school personnel have knowledge of available referral sources for youth identified with gambling problems. Questions also touched on gambling behaviors among school personnel and whether school sponsored or supported gambling events throughout the year.

Gambling Prevention Resources Part 1: General Trends

I. School Policies/Procedures Addressing Student and Faculty and Staff Gambling

Slightly less than half of all respondents (47%) answered that their school has a policy/procedure that addresses gambling among students, while 16% of respondents answered that their school does *not* have a policy/procedure addressing gambling among students. Over one-third of respondents did not know whether or not their school had a student gambling policy in place. Of the respondents who answered that their school had a student gambling policy in place, 63% believed that the student gambling policy was enforced by the school, while 22% were unsure, and 15% felt that the student gambling policy was *not* enforced by the school.

Respondents were also asked whether their school had a policy or procedure that addressed gambling among faculty and staff, and, if so, whether or not it was enforced by the school. While almost half of respondents knew that their school had a policy or procedure that addressed student gambling, only 10% of respondents were aware that there was a policy or procedure that addressed faculty and staff gambling at their school. Many of the respondents were not even sure if there was a faculty/staff gambling policy or procedure at their school (62% respondents answered “I don’t know”) and 29% of respondents answered that their school does *not* have a policy or procedure that addressed gambling among faculty and staff. Furthermore, of the respondents who answered that there was a policy or procedure addressing gambling among faculty and staff, almost half (48%) believed that the policy was enforced by the school, while 34% were unsure and 18% felt that the policy was not enforced by the school.

The overall trends for the policy questions suggest that individuals are more likely to know about policies concerning student gambling more than policies concerning faculty and staff gambling. Only half of respondents confirmed that their school has a student gambling policy in place, thus illustrating that student gambling policies are either not entirely in place at all schools throughout Connecticut or are poorly communicated to involved parties (including youth, school faculty/staff, parents, and community professionals). These results do, however, suggest that student gambling policies are typically more prevalent and more likely to be enforced in the schools than faculty and staff gambling policies.

Refer to figure 3.1.

Does your school have a policy that addresses gambling among students?
Does your school have a policy that addresses gambling among faculty and staff?

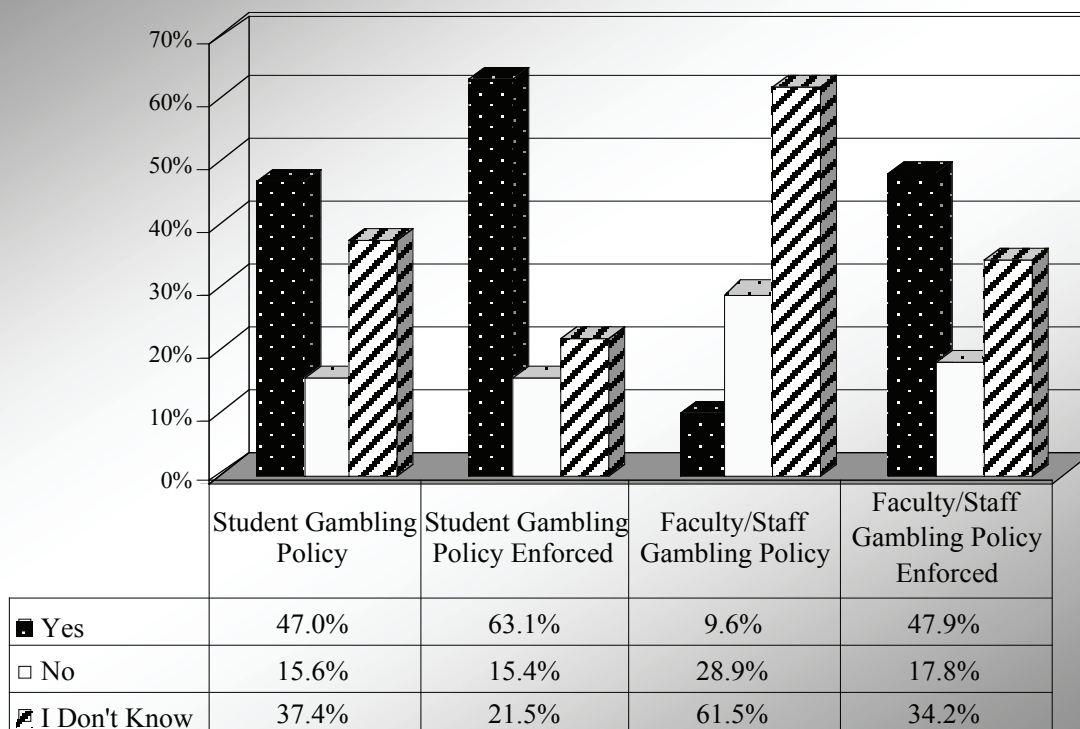


Figure 3.1- Over half (53%) of respondents are unsure or do not think that their school has a student gambling policy. 89% of respondents are unsure or do not think that their school has a faculty/staff gambling policy. These results suggest that respondents are more aware of their school's student gambling policy than they are of their school's faculty/staff gambling policy.

II. Gambling Prevention in School Curriculum, Current Prevention Information, and Referral Sources for Youth with Gambling Problems

Respondents were asked if gambling prevention was included in any curriculum at their school. Examples were given such as including discussions on problem gambling in health classes or teaching gambling probability in mathematics. 40% of the respondents *did not know* whether gambling prevention was included in any school curriculum. 33% of respondents answered that gambling prevention was *not* included in any school curriculum and only 27% of respondents confirmed that gambling prevention was included in school curriculum. Refer to figure 3.2.

Respondents who reported that their school included gambling prevention in their curriculum were asked to rate how effective they feel it is in preventing gambling and problem gambling among youth. Five possible answers were on a scale, ranging from 1 (not at all effective), to 3 (somewhat effective), and to 5 (extremely effective). 42% of respondents rated the level of effectiveness for including gambling prevention in school curriculum at 1 (not at all effective, 14%) and 2 (28%). Almost half of respondents (46%) rated the level of effectiveness for including gambling prevention in curriculum at 3 (somewhat effective) and 12.6% at 4 (10%) and 5 (extremely effective, 2%).

Note that the type of prevention content included in the curriculum and the extent to which it is covered in the school can range dramatically from school to school, thus respondents' perception of its effectiveness can vary immensely from school to school. Refer to figure 3.3 for specifics.

Respondents were asked if information on problem gambling (such as brochures, fact sheets, and videos) was currently available for distribution at their school. 40% of respondents did not know if problem gambling information was available at their school, and only 24% confirmed that problem gambling information was available. 36% of respondents answered that problem gambling information was not available at their school. Refer to figure 3.2.

Respondents who reported that their school had problem gambling information available at their school were also asked to rate how effective it is in preventing gambling and problem gambling among youth. Possible answer choices were on a 5 point scale ranging from 1 (not at all effective) to 3 (somewhat effective) and 5 (extremely effective). Only 7% of respondents rated the effectiveness level in having problem gambling information available at school at 4 (3%) and 5 (4%, extremely effective), while 55% rated the effectiveness level at 1 (not at all effective, 17%) and 2 (38%). 38% rated effectiveness level at 3 (somewhat effective). Refer to figure 3.3 for specifics.

Respondents were asked if school faculty and staff had knowledge of available referral sources for youth identified with gambling problems. Over half (51%) did not know, 29% answered “yes”, and 21% answered “no”. Note that these results reflect responses from the entire sample. School personnel, especially counselors, are generally most likely to be knowledgeable of the referral system for youth problem gambling, as it may be required for their job. Parents and students would only be familiar of the extent school faculty and staff knew of referral sources if the student was identified as having a gambling problem.

Refer to figure 3.2.

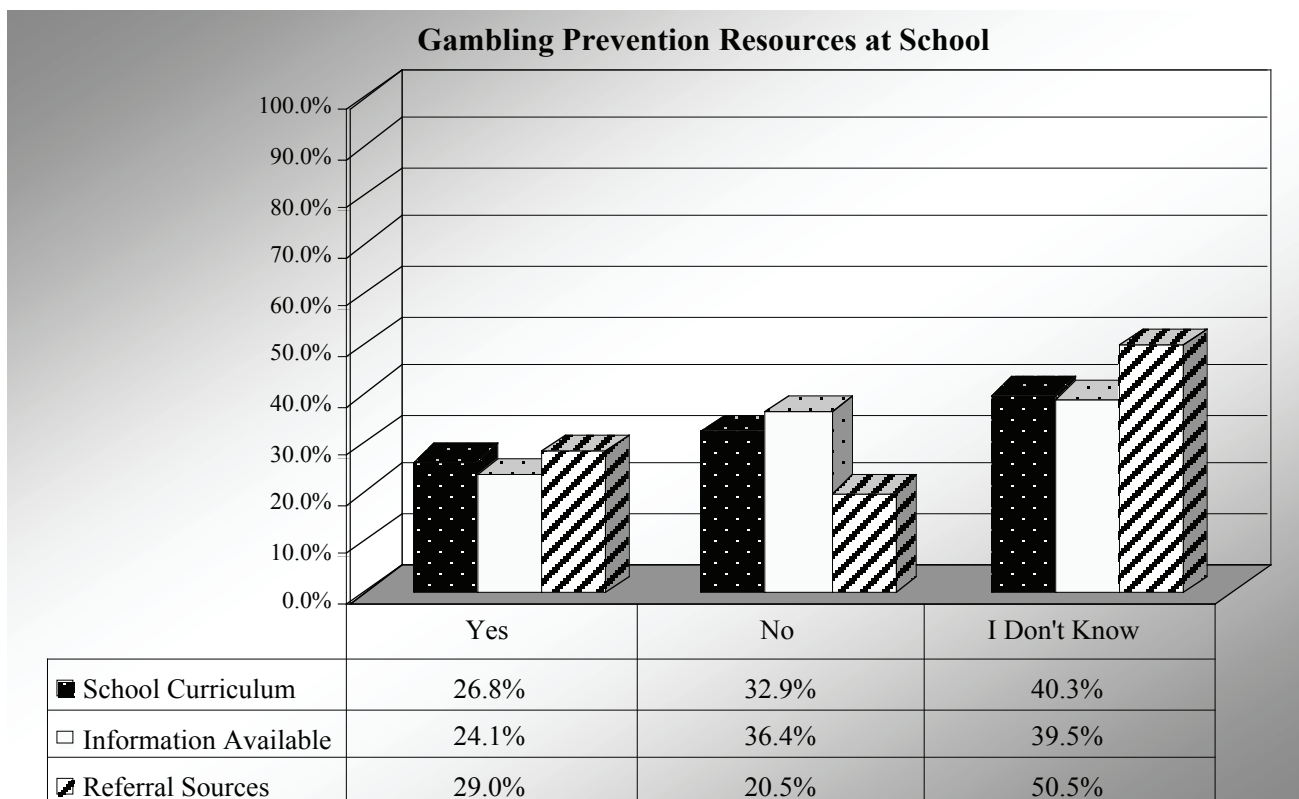


Figure 3.2- Less than one-third of respondents could confirm that gambling prevention was included in school curriculum, that problem gambling materials were available for distribution at the school, and that faculty and staff knew where to refer their students if they encountered a gambling problem. Overall, many respondents were unsure about all of the above questions.

Perceived Level of Effectiveness in Preventing Youth and Problem Gambling

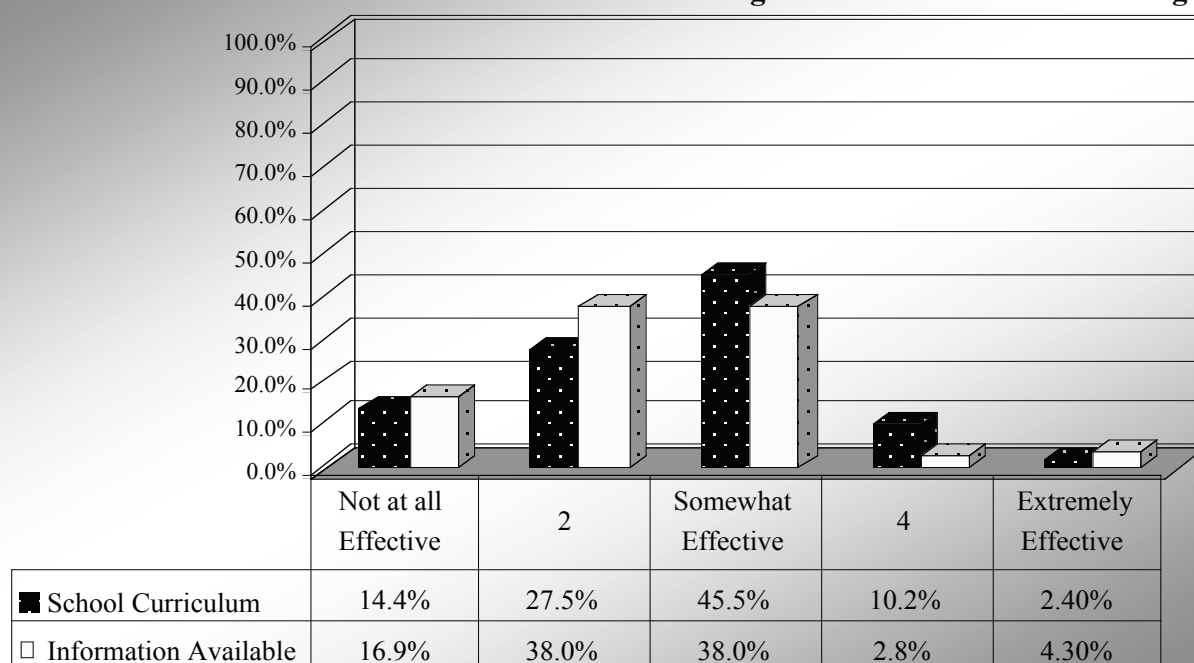


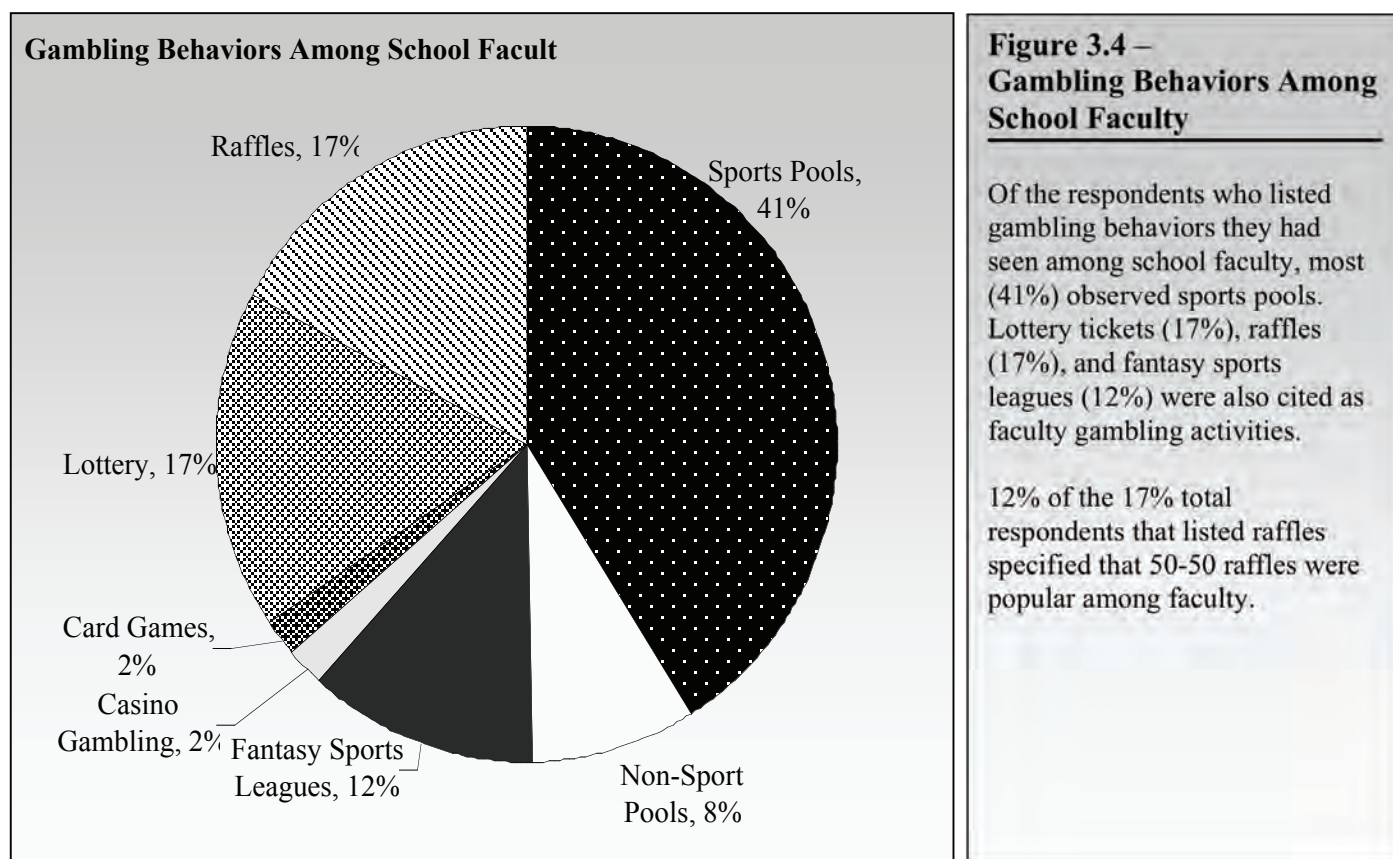
Figure 3.3- For both including gambling prevention in school curriculum and having information on problem gambling available at the school for distribution, most respondents rated the effectiveness level in preventing youth gambling and youth problem gambling as low, between 2 and 3. Respondents generally rated including gambling prevention in school curriculum as being more effective in youth gambling prevention than having problem gambling information (i.e., videos, brochures, and fact sheets) available at the schools.

III. Gambling Behaviors among School Faculty and Staff

Respondents were asked to list any gambling activities they noticed among school faculty and staff (such as fantasy football, baby pools, sports pools, 50-50 raffles, and lottery). Many respondents did not write a response for this question, possibly because they had not seen faculty and staff participating in any gambling activities. Of the respondents who did list gambling behaviors, sports pools were overwhelmingly popular among faculty and staff (41%).

12% of the 17% total respondents that listed raffles as being popular among school faculty and staff specified that 50-50 raffles were participated in. 50-50 raffles are popularly used as fundraising for school events, such as sporting events and band concerts. Lottery tickets (17%) and fantasy sports leagues (12%) were also commonly observed gambling activities among school faculty and staff. 8% of all respondents observed faculty and staff participating in betting pools that were not involving sporting events. Half of those respondents specified pools to be baby pools, while other types of pools mentioned were betting on the first snow date of the school year and the highest class averages.

Refer to figure 3.4 for details.



IV. School Sponsored or School Supported Gambling Events

Respondents were asked if their school sponsored or supported any gambling events throughout the year. Examples given were project graduation, after-prom parties, parent-teacher casino fundraising nights, and 50-50 raffles. 40% of respondents confirmed that their school sponsored or supported gambling events throughout the year, while 29% were not sure (answered “I don’t know”) and 31% answered that their school did *not* sponsor or support any gambling events.

Of the respondents who confirmed that their school sponsored or supported gambling events, 69% specified that raffles were held throughout the year, often serving as fundraisers for clubs, athletics, and school events, such as senior class trips or for prom. 49% of the 69% total respondents who listed raffles as school sponsored or supported events specified that the raffles were 50-50 raffles.

13% of respondents listed that gambling activities were involved in “Project Graduation,” an all-night event typically held on graduation night, where participating seniors often win raffles and play games, sometimes “cashless” card or casino games that award students with prizes. “Project Graduation” is often held as a safe, alternative activity to prevent seniors from engaging in risky behaviors, such as alcohol and drug use and sexual activities. School-sponsored after-prom parties are also held with this goal in mind. Many schools have offered gambling activities in the past at their “Project Graduation” and “Prom Promise” events, perceiving it to be a safe, “risk-free” event.

As seen from these results, some schools currently include gambling activities, such as raffles, casino games, and poker tables at these events.

Refer to figure 3.5 for details.

School Sponsored/Supported Gambling Event

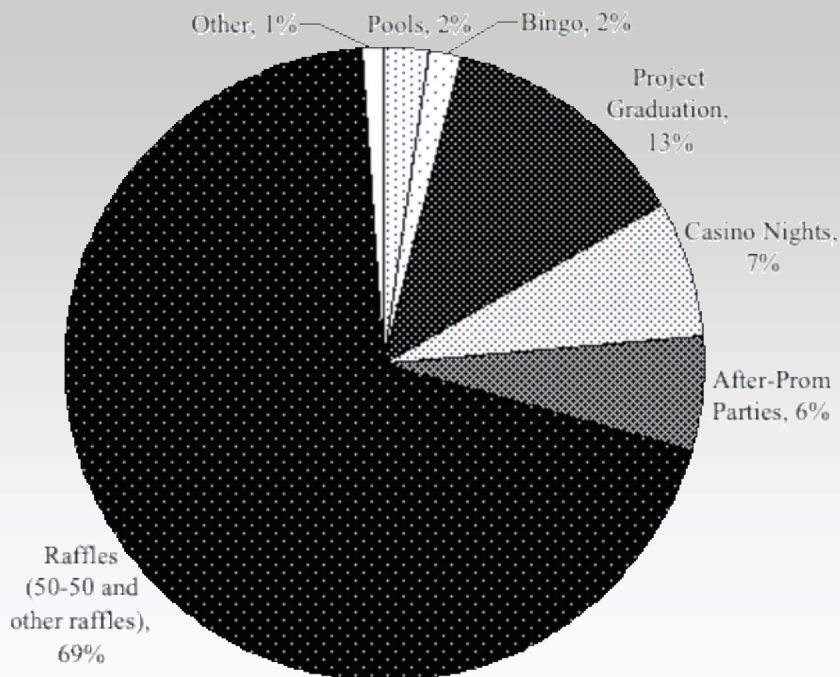


Figure 3.5- School Sponsored/Supported Gambling Events

Of the respondents who answered that their school supported or sponsored gambling events throughout the year, most (69%) specified that their school usually sponsors or supports raffles. Of that 69%, 71% specified 50-50 raffles as being sponsored or supported by the school and 29% just listed raffles in general.

13% of respondents mentioned that their school had gambling activities at their project graduation and 6% at the after-prom parties. 7% of respondents said that their school has casino nights, fundraising events that typically parents and/or faculty participate in by having a "casino night" at the school or by going as a group to the casinos.

Gambling Prevention Resources

Part 2: Regional Trends

I. Trends by Education Reference Groups (ERGs)

No significant differences or trends were found between education reference groups on whether schools had policies or procedures addressing gambling among youth or school faculty and staff, ($p > .05$). However, graphs and narrative explaining the non-significant findings are included to illustrate the existence or lack of student and faculty/staff gambling policies across the education reference groups.

Figure 3.6 displays the percent of respondents from each ERG who answered that their school did have a policy or procedure addressing gambling among students or faculty/staff. While there was no significant trend, education reference groups with the highest percent of student gambling policies/procedures were groups A (57%), B (53%), and C (56%), the three groups with the highest median family income (ranging from \$52,195 to \$98,495). The ERG with the lowest percent of student gambling policies/procedures was group E (median family income of \$44,197), where only 32% of respondents answered that there was a gambling policy addressing gambling among students. Faculty/staff gambling policies, although not prevalent among ERGs, were highest in groups F (15%) and G (14%) (median family income ranging from \$41,386 to \$47,036) and lowest in group A (0%) (median family income of \$98,495).

Refer to figure 3.6.

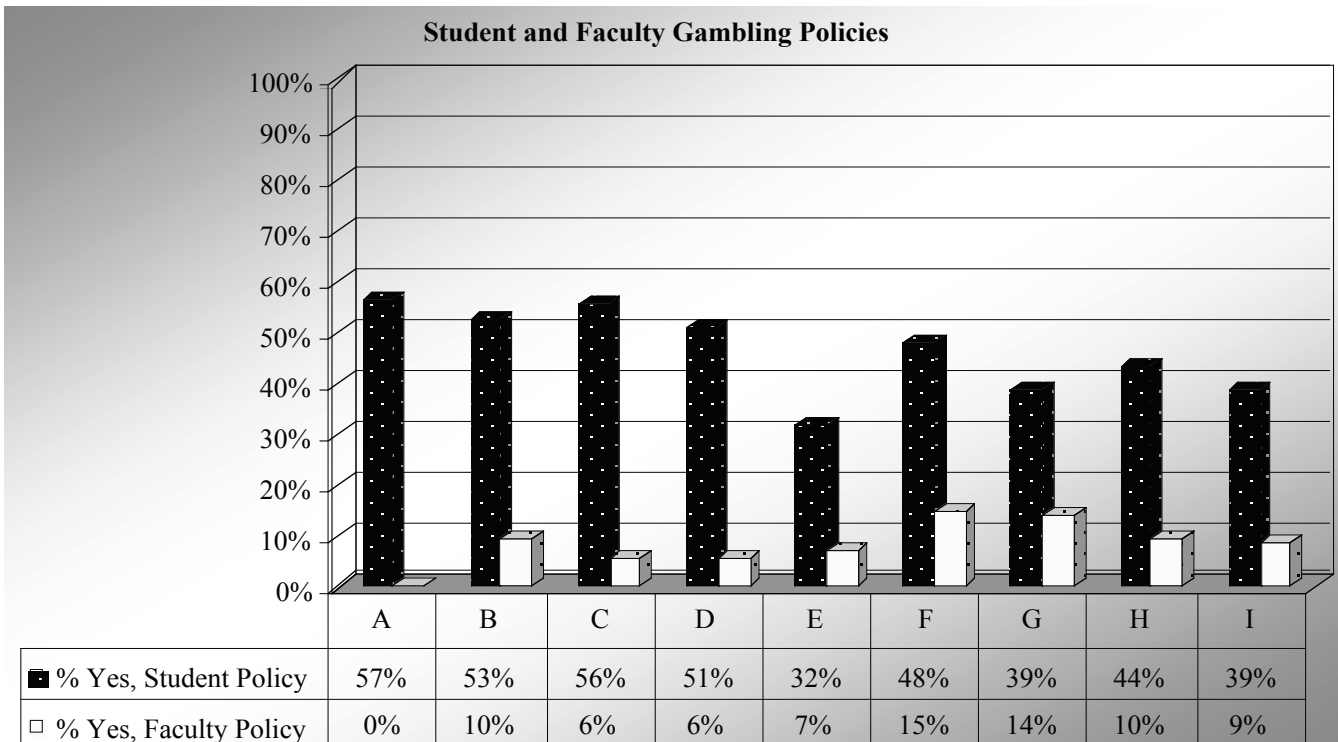


Figure 3.6- Percent of student and faculty/staff gambling policies did not significantly increase or decrease as Education Reference Group changed. However, Groups A, B, and C, ERGs with the highest median incomes and the highest averages of individuals with a college degree, had the highest percent of student gambling policies. Groups F and G, ERGs with the middle to lower incomes and lower averages of individuals with a college degree, had the highest percent of faculty/staff gambling policies.

Due to the fact that no significant differences or distinctive trends resulted between Education Reference Groups in the remaining questions in the gambling prevention resources section, no further analysis by ERG will be discussed.

II. Trends by Regional Action Council

No significant differences were found between Regional Action Councils for the questions included in this section of the survey ($p > .05$). The following graphs are displayed to illustrate the trends between the Regional Action Councils across the state.

A.) Student Gambling Policies Across the Regional Action Councils

Regional Action Councils (RACs) with the highest percent of schools that have policies addressing gambling among students were HVCASA (67%) and RYASAP (65%), followed by MCSAAC (56%). The RACs with the lowest percent of schools with student gambling policies were NECASA (21%), followed by SAAC (38%) and LFCRAC (39%). 9 of the 12 RACs were in the 40 to 60 percent range of schools having student gambling policies. Refer to figure 3.6.

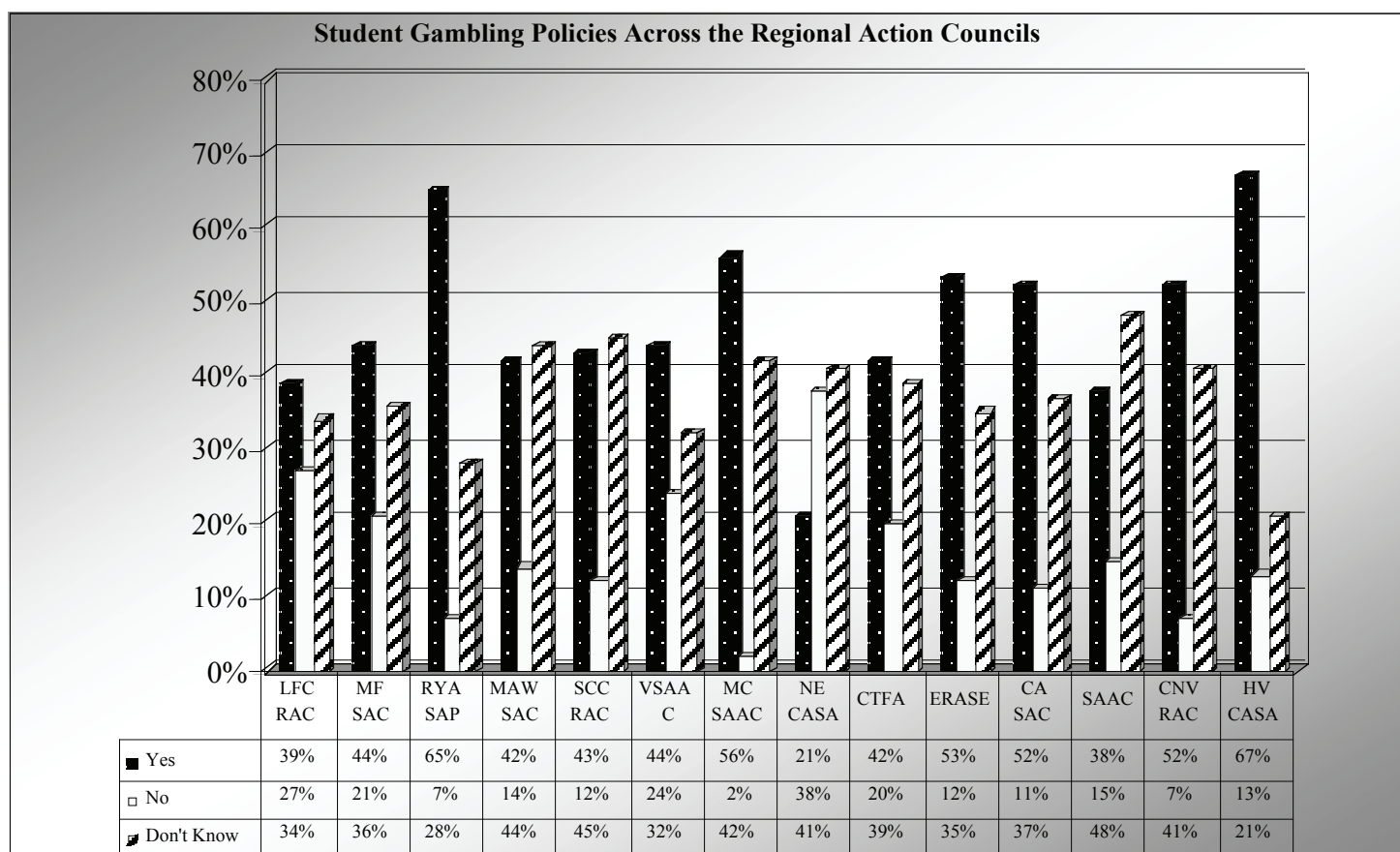


Figure 3.6- HVCASA and RYASAP had the highest percent of schools with school policies or procedures that address gambling among students. NECASA had the lowest percent of schools with student gambling policies.

Respondents who confirmed that their school had a gambling policy were asked if the policy was enforced by the school. HVCASA respondents had the highest rate across the regions, with 81% of its respondents answering that their school enforced their student gambling policy. NECASA also had high rates, with 78% of respondents confirming that their school student gambling policy was enforced. VSAAC (35%, yes) had the lowest percent of school enforced student gambling policies. ERASE and LFCRAC had the highest percent (25%, no) of respondents reporting that the school student gambling policy was NOT enforced. Note that many respondents were unsure whether their school's student gambling policy was actually enforced.

Refer to figure 3.7.

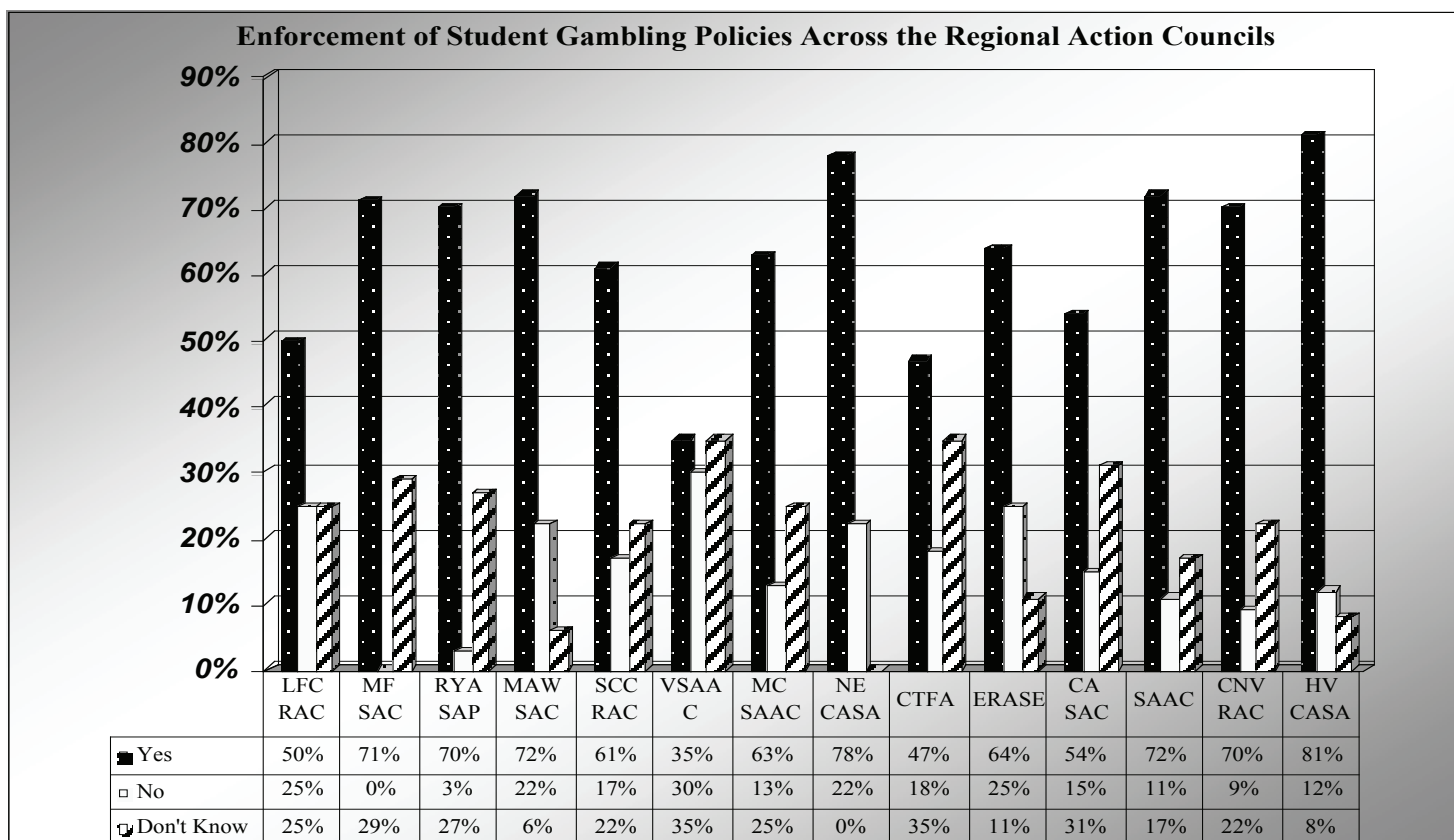


Figure 3.7- There was no significant trend across the regions for enforcement of student gambling policies. HVCASA and NECASA had the highest rates of perceived student gambling policy enforcement rates. LFCRAC and ERASE had the highest rates of respondents perceiving that their school’s student gambling policy was NOT enforced. Several respondents across the regions were unsure if their school’s student gambling policy was enforced.

B.) Faculty and Staff Gambling Policies Across the Regional Action Councils

The percentage of respondents confirming that their school had a policy or procedure addressing gambling among school faculty and staff was very low, with percentages by RAC ranging from 2% to 19%. MAWSAC (19%, yes), HVCASA (15%, yes), NECASA (14%, yes), and CNVRAC (14%, yes) had the highest percent of respondents who knew that their school had a faculty and staff gambling policy. HVCASA (44%, no) and NECASA (43%, no) were among the highest percent of respondents reporting that their school did *not* have a faculty/staff gambling policy.¹ MCSAAC (2%), VSAAC (4%), ERASE (4%) and SAAC (4%) were among the lowest percent of respondents reporting that their school had a faculty/staff gambling policy.

Several respondents across the regions were unsure if their school even had a policy that addressed gambling among faculty and staff. 73% of ERASE respondents, 71% of CNVRAC respondents, and 70% of CTFA respondents *did not know* if their school even had a faculty/staff gambling policy.

Refer to figure 3.8.

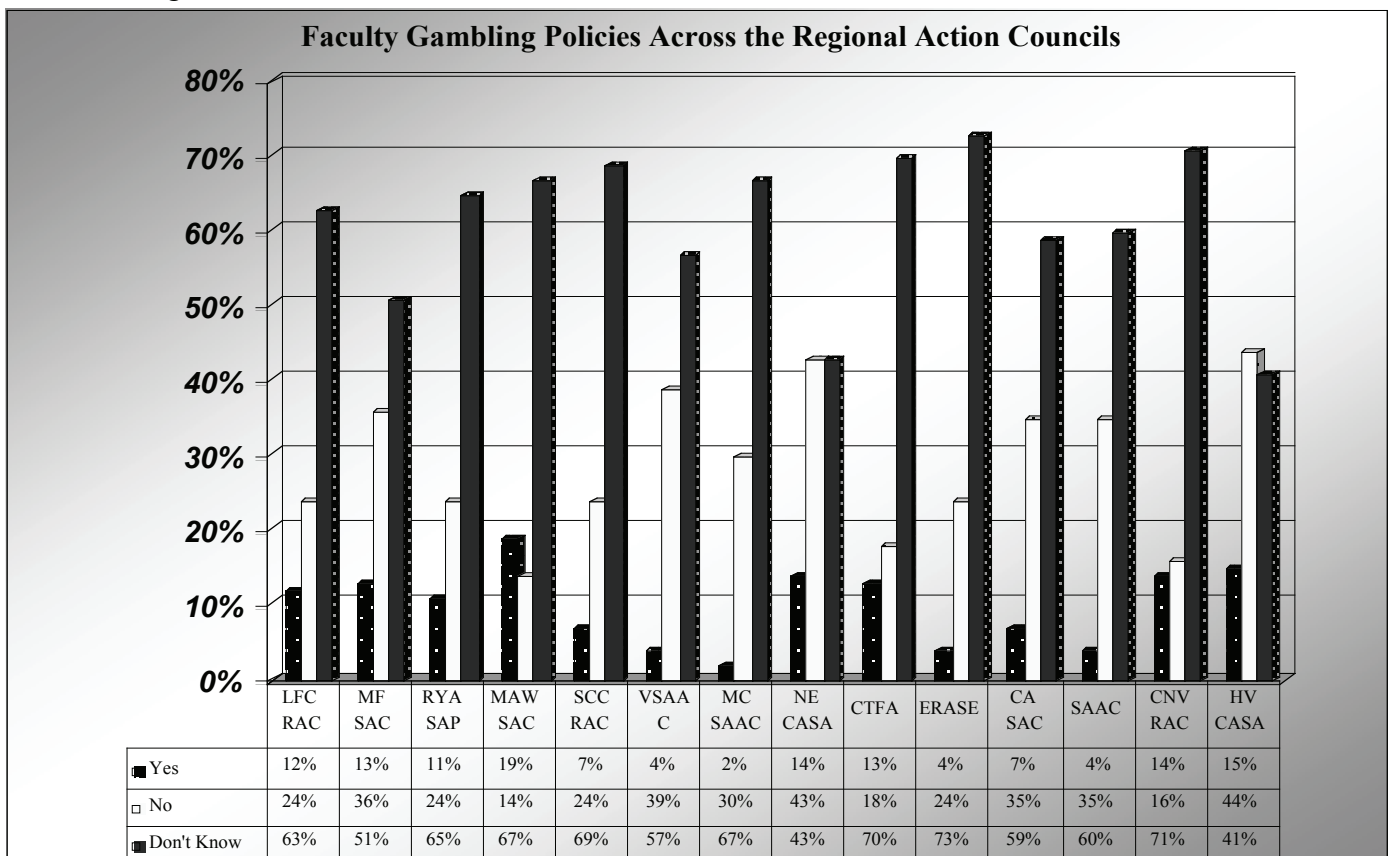


Figure 3.8- Majority of respondents across the RACs were not sure if their schools had a faculty/staff gambling policy or not, especially ERASE (73%), CNVRAC (71%), and CTFA (70%). Percentages across the RACs were quite low, with only 2% to 19% of respondents knowing of their school’s faculty/staff gambling policy.

Respondents who reported that their school had a faculty and staff gambling policy were asked if the policy was enforced by the school. 67% of respondents from RYASAP, ERASE, and CNVRAC confirmed that their school’s faculty/staff gambling policy was enforced. CTFA respondents were mostly unsure (67%) if their school had a faculty and staff gambling policy.

¹ HVCASA had one of the highest percent of respondents reporting that their school did have a faculty/staff gambling policy as well as the highest percent of respondents reporting that their school did NOT have a faculty/staff gambling policy. This is possible because a large percent of HVCASA respondents also reported “not knowing” if their school had a faculty and staff gambling policy.

Note that, for MCSAAC, only 1 respondent answered this question, so therefore their chosen answer (“no”) causes the results to show that 100% of MCSAAC respondents (being a total of one person) do not believe faculty and staff gambling policies are enforced.

Refer to figure 3.9.

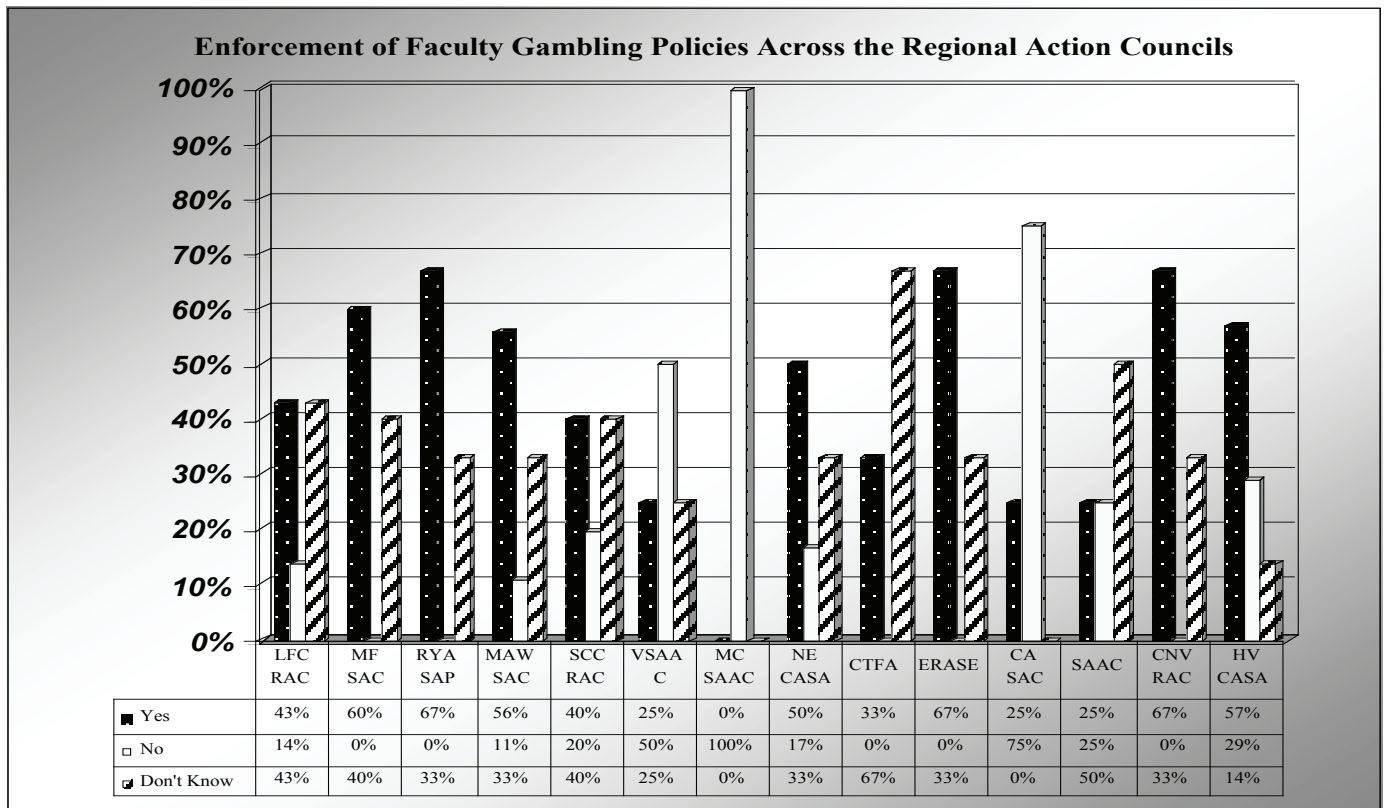


Figure 3.9- Between 25% to 67% of respondents across the regions feel that their school’s faculty and staff gambling policies are enforced by the schools, and many are unsure.

C.) Referral of Students Identified with Problem Gambling

Respondents were asked if they believed school faculty and staff had knowledge of available referral sources for youth identified with gambling problems. Majority of respondents across all RACs did not know the level of knowledge faculty and staff had on where to best refer youth showing signs of problem gambling.

RYASAP respondents had the highest average of respondents who answered that their school faculty and staff knew where to refer youth possibly suffering from problem gambling, with almost half (46%) of respondents answering “yes”. LFCRAC had the highest rates (42%) of respondents who believed that faculty at their school did not know the necessary referral sources for problem gambling treatment of youth.

Refer to figure 3.10.

School Faculty and Staff Knowledge of Referral Sources for Youth Problem Gambling Across the Regional Action Councils

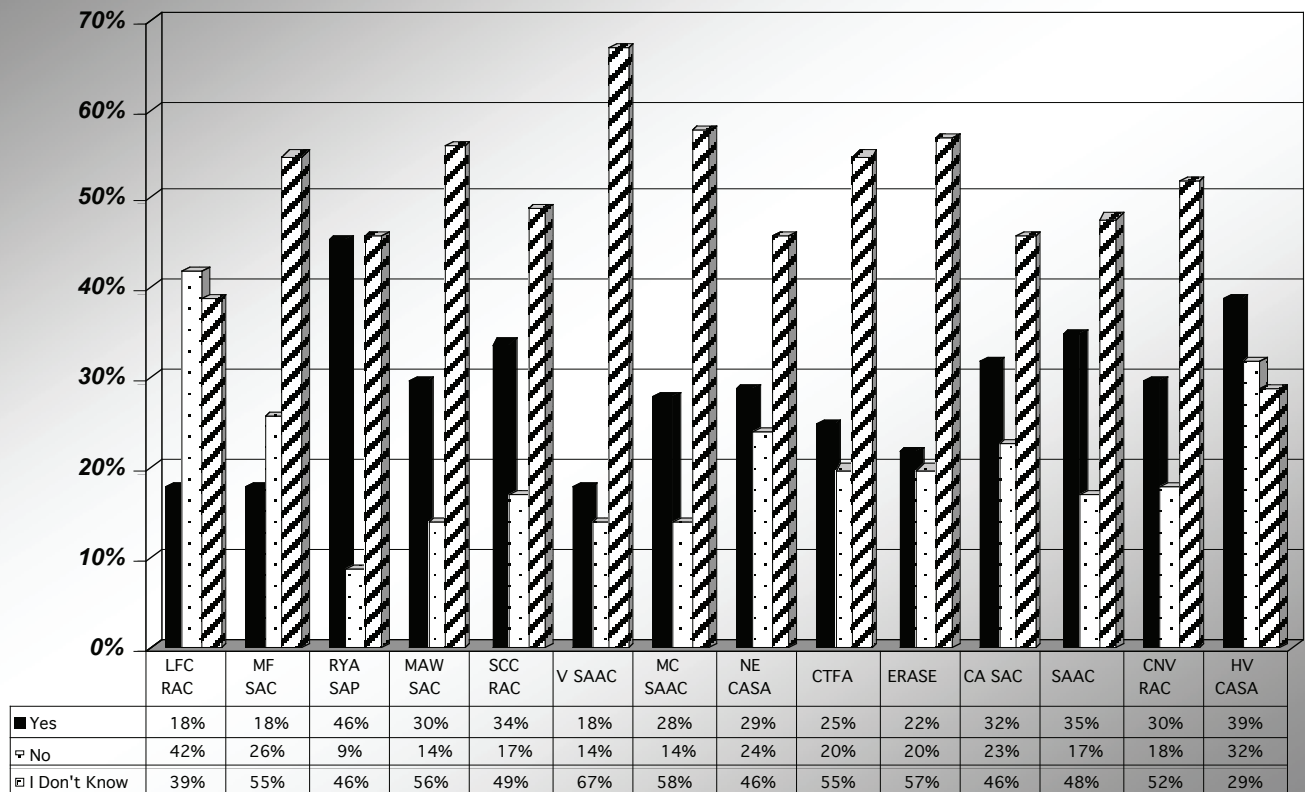


Figure 3.10- Many respondents across the RACs are uncertain whether their school’s faculty and staff know where to refer youth identified with potential gambling problems.

C.) School Sponsored/Supported Gambling Events

Respondents were asked if their school ever sponsored or supported gambling events throughout the year. Again, there were no significant differences across the Regional Action Councils, ($p > .05$). VSAAC (58%) had the highest rate of respondents reporting that their school supported or sponsored gambling events throughout the year, while LFCRAC (22%) had the lowest. 9 of the 12 RACs had the majority of its respondents reporting school sponsored or supported gambling events.

Refer to figure 3.11.

School Sponsored/Supported Gambling Events Across Regional Action Councils

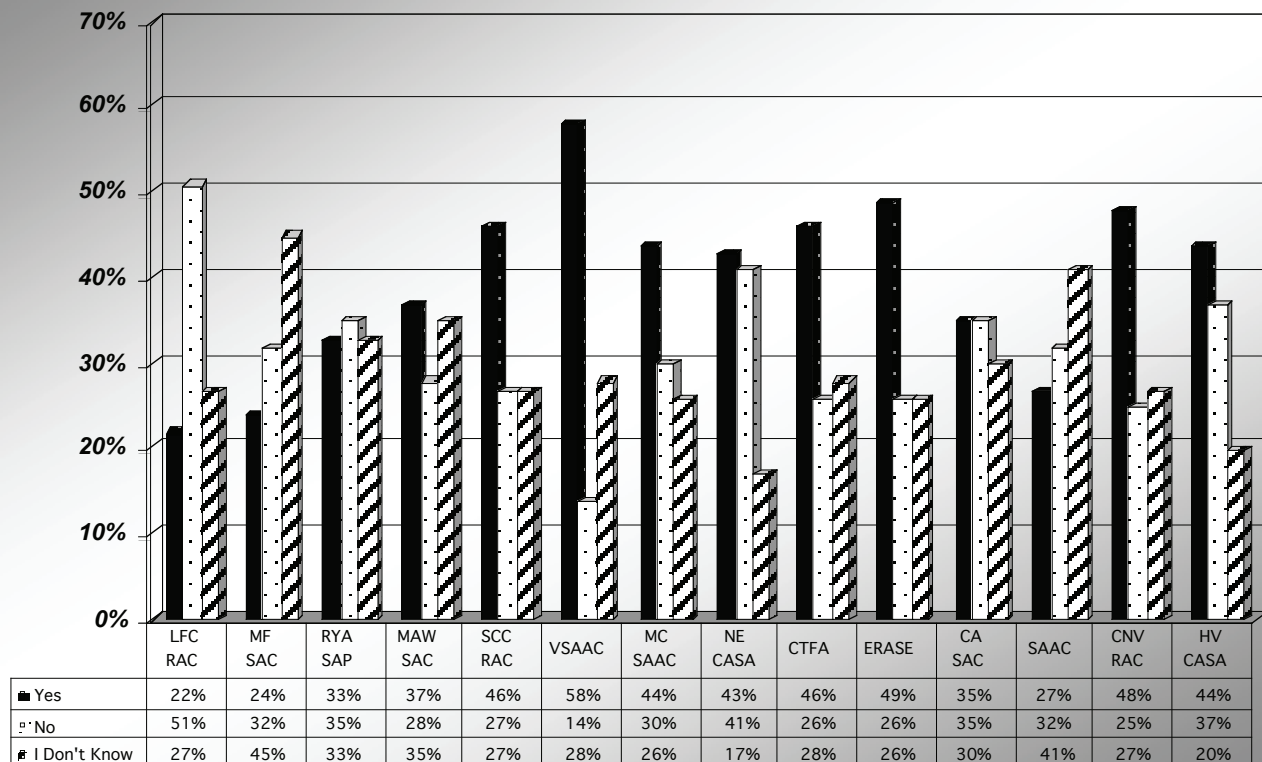


Figure 3.11- In 9 out of 14 Regional Action Councils, majority of respondents answered that their school supports or sponsors gambling events throughout the year.

III. Trends by Proximity to Casino

For all questions within the Gambling Prevention Resources section of the survey, no significant differences were found between towns that lay within a 50-mile radius of the Connecticut casinos to towns that lay outside a 50-mile radius of the Connecticut casinos, ($p > .05$).

However, a small trend reveals that towns within a 25-mile radius (43%) of the Connecticut casinos have slightly fewer student gambling policies compared to towns within a 25 to 50 mile radius (46%), those of which also have slightly fewer student gambling policies compared to towns outside the 50-mile radius (50%) of the Connecticut casinos. No trend can be observed when comparing prevalence of faculty/staff gambling policies to towns in close proximity to the casinos. Perhaps if the sample size was larger and more balanced regionally across the state, there would have been a significant effect of student and faculty/staff gambling policies decreasing with casino proximity.

Interestingly enough, the percent of schools with sponsored or supported gambling events seems to slightly increase as the school is closer in proximity to the Connecticut casinos. While 37% of respondents representing towns outside the 50-mile casino radius responded that their school sponsors or support gambling events throughout the year, 41% of respondents in the 25 to 50 mile casino radius and 45% of respondents within a 25-mile casino radius responded that their schools sponsor or support gambling events. This trend suggests that casino proximity may increase the number of school sponsored gambling events, although the results were not significant, ($p > .05$). Perhaps a stronger and more representative sample size could have resulted in significant effects.

Gambling Prevention Resources Part 3: Trends by Survey Respondent

I. Student Gambling Policies: Trends by Survey Respondent

A.) Prevalence of Student Gambling Policies

When respondents were asked whether their school had a policy or procedure that addressed gambling among students, there was a highly significant difference between responses from school administrators, school faculty and staff, youth, parents, and community professionals.¹ For example, while 73% of school administrators confirmed that their school has a student gambling policy, merely half of school faculty and staff (52%) and youth (49%), and only 29% of parents knew that their school has a student gambling policy.

Parents (66%) and community professionals (56%) were mainly unsure whether their school had a student gambling policy. School administrators seem to be, for the most part, familiar with their school's student gambling policy and procedure, with only 3% of the entire group reporting that they "did not know" if their school had a student gambling policy, compared to almost a third (30%) of school faculty and staff reporting that they "did not know" if their school had a student gambling policy.

Note that the amount of detail involved in a school gambling policy can vary significantly from one school to another. For instance, while some schools may have a specified plan of action if a student is caught gambling on school grounds (i.e., detention on first offence, conference with parent on second offense, etc.), other schools may only include that gambling is not allowed on school grounds, along with alcohol and illegal substances, but may not have a plan of action to follow specifically for a student caught gambling at school. Refer to figure 3.12 for a graph of student gambling policies by group.

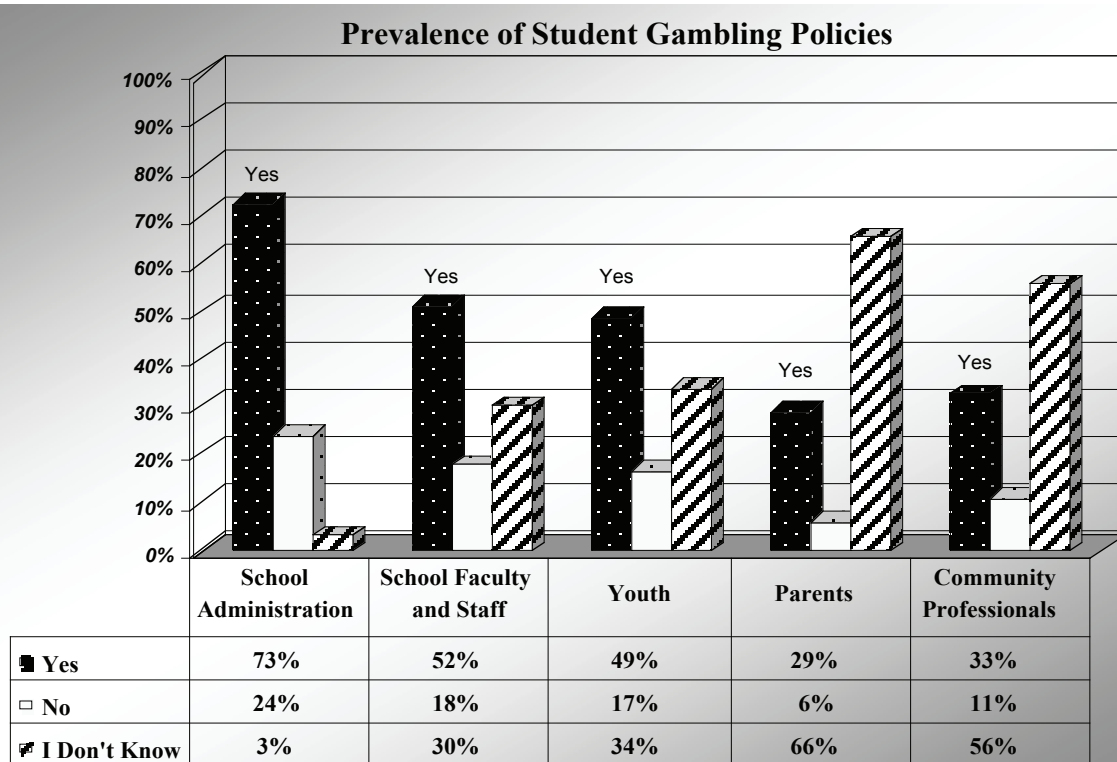


Figure 3.12- School administrators (73%, yes) were most likely to be familiar with their school's student gambling policy. School faculty and staff (52%, yes) and youth (49%, yes) both reported similar rates of student gambling policies. Parents (66%, don't know) and community professionals (56%, don't know) were least likely to know of their school's student gambling policies.

¹ Difference found to be highly significant at the .001 level, [$F(4, 610) = 17.528, p < .001$].

A significant difference resulted when comparing youth and school personnel between the middle and high schools.¹ Generally, there were higher rates of student gambling policies among high school respondents than middle school respondents. For instance, 26% of middle school youth reported that their school had a student gambling policy, while over half of high school youth (53%) reported a student gambling policy at their school. 39% of middle school faculty and staff versus 61% of high school faculty and staff reported that their school had a student gambling policy. The difference between middle and high school administrators was not as great, with 70% of middle school administrators versus 78% of high school administrators reporting a student gambling policy at their school. Furthermore, the percent of respondents who are unsure of their student gambling policy decreases among youth and school faculty and staff from high school to middle school.

Refer to figure 3.13.

Prevalence of Student Gambling Policies: Comparison of Middle and High School

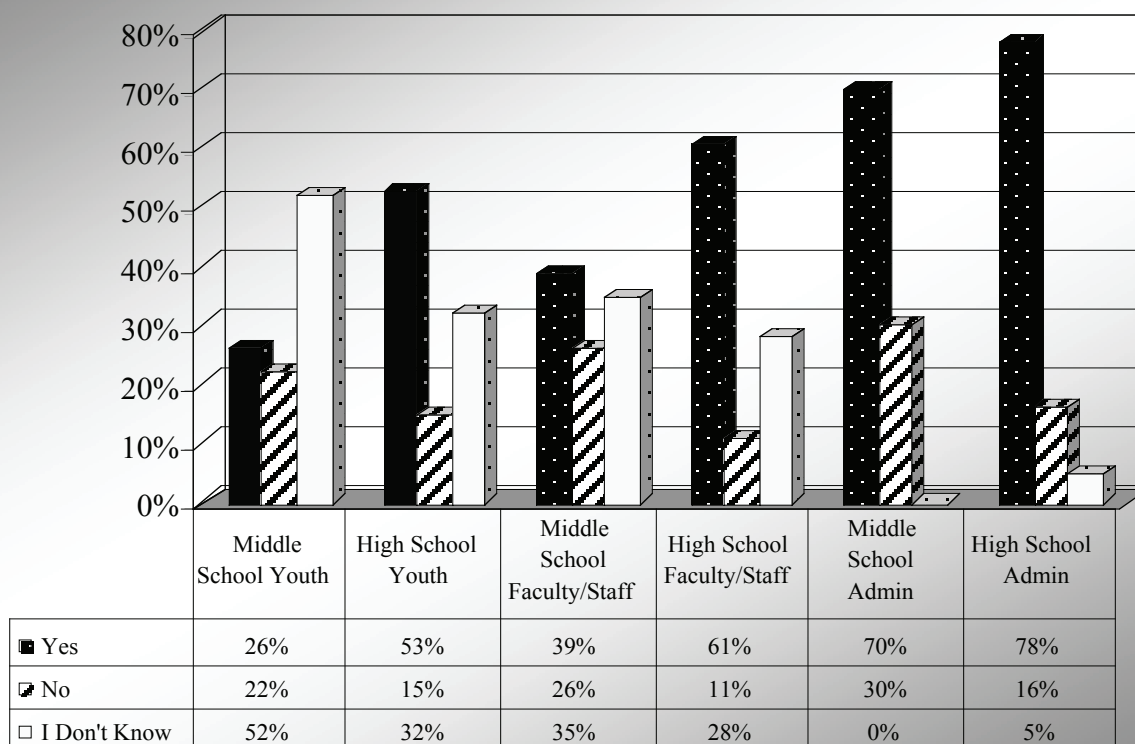


Figure 3.13- The percent of respondents who report that their school has a student gambling policy significantly increases from middle school to high school, while the percent of respondents who are unfamiliar of their student gambling policy decreases from middle to high school.

B.) Enforcement of Student Gambling Policies

There was a significant difference between school administrators, school faculty and staff, youth, parents, and community personnel on whether currently existing student gambling policies were enforced by the school.² While responses among community professionals, parents, and youth ranged from 41% to 48%, 71% of school faculty and staff and 98% of school administrators reported that their student gambling policy was currently enforced by the school. Almost half of youth respondents (48%) reported their school's student gambling policy was enforced. Generally, parents (35%) and community professionals (36%) were most likely to not know if the student gambling policy was actually enforced. No school administrators responded that they "did not know" if their student gambling policy was enforced. Refer to graph 3.14.

¹ Difference found to be significant at the .001 level, [$F(3, 602) = 16.953, p < .001$].

² Difference found to be significant at the .001 level, [$F(4, 289) = 9.015, p < .001$].

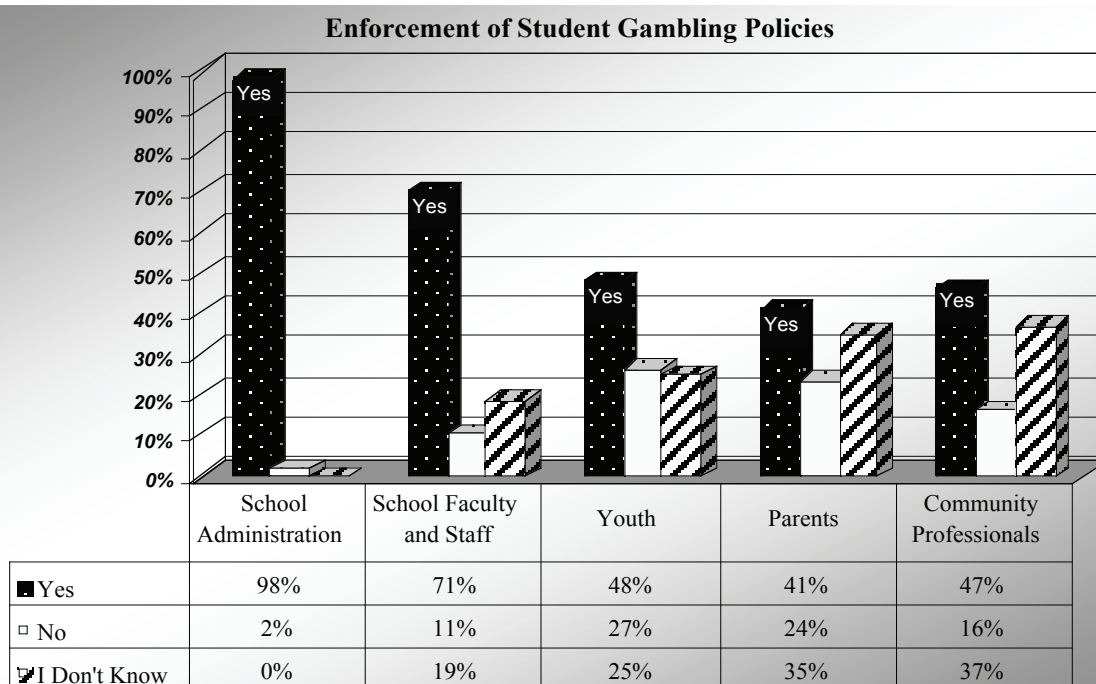


Figure 3.14- While most school administrators felt their student gambling policy was enforced at their school (98%), only 71% of school faculty/staff and half of youth (48%) felt their student gambling policy was enforced.

Significant results were yielded when comparing high school to middle school respondents.¹ Percent of youth who reported that the student gambling policy was enforced increased from middle school (33%, enforced) to high school (49%, enforced). Conversely, percent of school faculty and staff who reported that their school's student gambling policy was enforced decreased from middle school (74% enforced) to high school (67% enforced). Perceived student gambling policy enforcement slightly decreased by 3% between middle and high school administrators. Refer to figure 3.15.

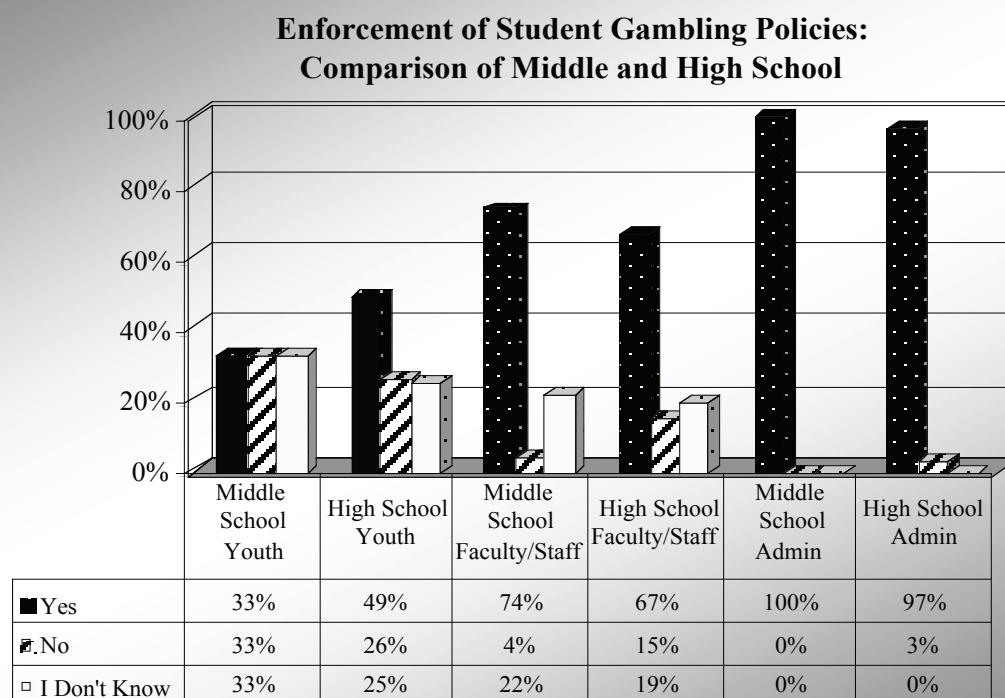


Figure 3.15- While high school youth reported higher student gambling enforcement rates than middle school youth, high school faculty/staff reported lower student gambling enforcement rates than middle school faculty/staff.

¹ Difference was found to be significant at the .001 level, [$F(4, 288) = 10.345, p < .001$].

II. Faculty and Staff Gambling Policies: Trends by Survey Respondent

A.) Prevalence of Faculty and Staff Gambling Policies

There was a highly significant difference across survey respondent groups on whether schools had gambling policies or procedures that addressed gambling among school faculty and staff.¹ Overall, few respondents confirmed that their school had a faculty and staff gambling policy, with responses ranging from 4% (parents) to 13% (school administrators). A high percentage of youth (72%, don't know), parents (86%, don't know), and community professionals (80%, don't know) are unaware of whether or not a faculty/staff gambling policy even exists for their school. Two-thirds of school administrators (68%) and 43% of school faculty and staff answered that there was *not* a faculty/staff gambling policy for their school.

Refer to figure 3.16.

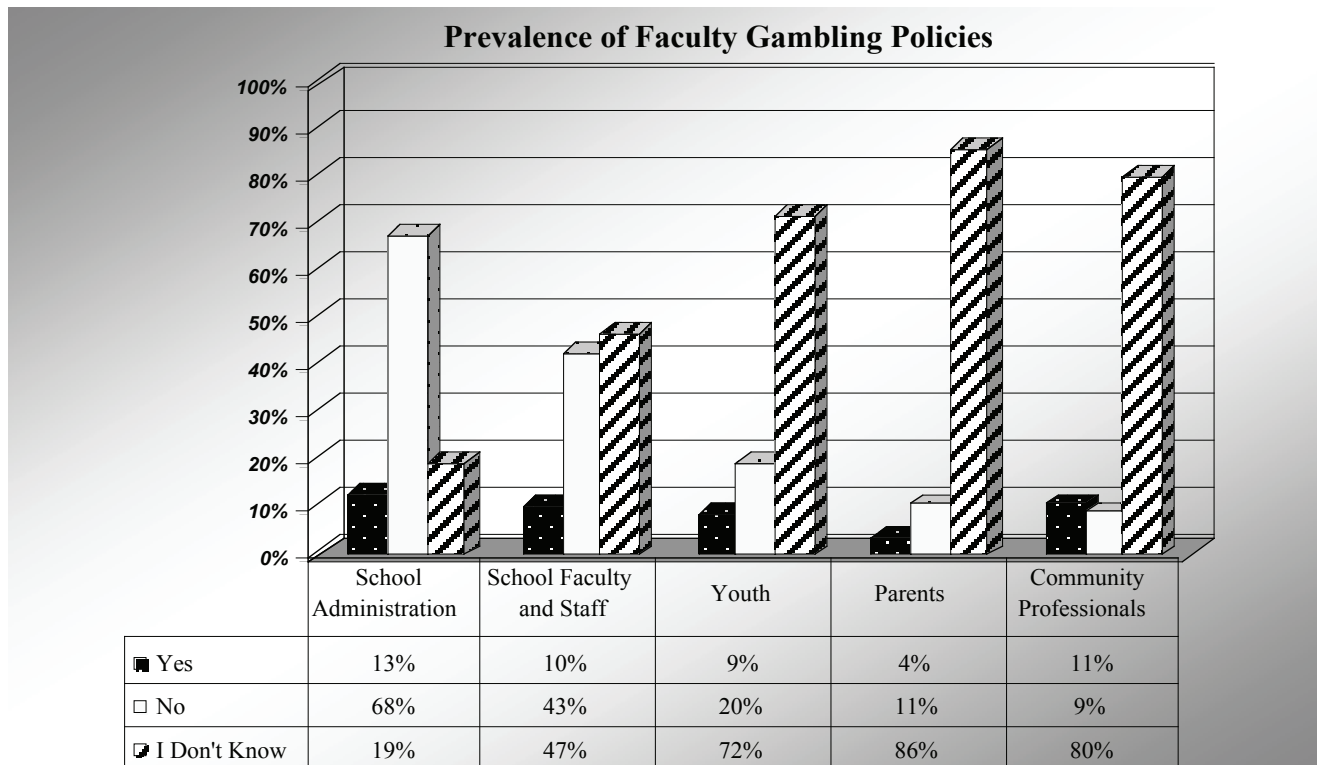


Figure 3.16- 68% of school administrators versus 20% of youth reported their school did NOT have a faculty and staff gambling policy. Results show that youth, parents, and community professionals are largely unaware whether or not their school has a current faculty/staff gambling policy.

A significant difference was found when comparing survey respondents between the middle and high schools.² Middle school personnel were more likely to be aware of a faculty and staff gambling policy than high school personnel. Among youth and school personnel, the percentage of respondents unsure of whether their school had a faculty/staff gambling policy increased significantly between middle and high school. In other words, high school respondents, especially high school youth, were more uncertain than middle school respondents on whether their school had a policy addressing gambling among faculty and staff.

Refer to figure 3.17.

¹ Difference found to be highly significant at the .001 level, [$F(4, 610) = 18.393, p < .001$].

² Difference found to be significant at the .001 level, [$F(3, 602) = 12.203, p < .001$].

**Prevalence of Faculty Gambling Policies:
Comparison of Middle and High School**

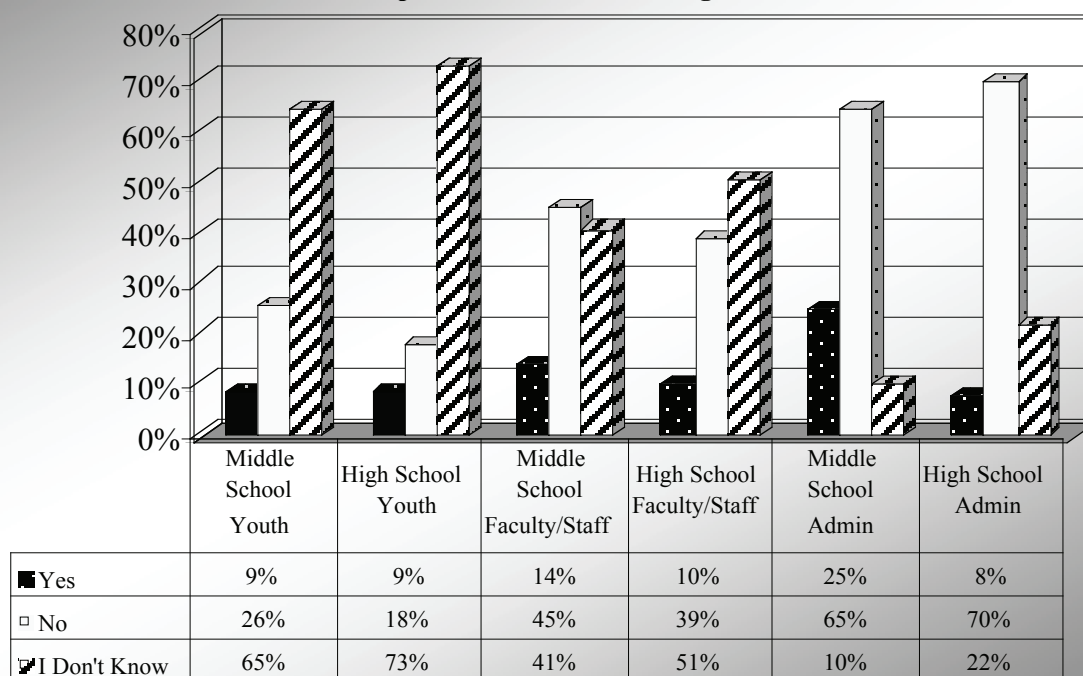


Figure 3.17- High school respondents, especially youth, were more uncertain than middle school respondents of whether their school had a policy addressing gambling among faculty and staff.

B.) Enforcement of Faculty and Staff Gambling Policies

No significant differences were found when comparing survey respondent groups on whether they perceived faculty and staff gambling policies to be enforced at their schools, ($p > .05$). This is most likely due to the small sample size of 59 respondents who reported their school had a faculty and staff gambling policy and therefore were eligible to answer the question on whether their school's faculty and staff gambling policy was enforced. To study differences between middle and high schools on gambling policy enforcement, refer to figure 3.18.

**Overall Comparisons on Student and Gambling Prevalence and Enforcement
Between Middle School and High School**

Breakdown comparing Middle School to High School Responses	Middle School (Youth and School Personnel)			High School (Youth and School Personnel)		
	Yes	No	Don't Know	Yes	No	Don't Know
Survey Question						
Does your school have a policy that addresses gambling among students?	42%	26%	33%	59%	13%	27%
If yes, is the gambling policy for students enforced?	76%	7%	17%	64%	17%	17%
Does your school have a policy that addresses gambling among faculty and staff?	15%	44%	41%	9%	33%	58%
If yes, is the gambling policy for faculty and staff enforced?	59%	12%	29%	41%	24%	35%

Figure 3.18- This table displays overall differences between middle and high school respondents. Note that only youth and school personnel are included in the comparison. Parents and community professionals are excluded.

III. Inclusion of Gambling Prevention in School Curriculum: Trends by Survey Respondent

A significant difference was found between survey respondent groups for the question on whether gambling prevention was included in school curriculum, especially between administrators and faculty and staff.¹

56% of school administrators versus 25% of school faculty and staff responded that gambling prevention was included within school curriculum in some way. Similar to school faculty and staff, 27% of youth reported gambling prevention to be included in school curriculum. Majority of parents and community professionals were unsure of whether or not gambling prevention was included in school curriculum.

Refer to figure 3.19.

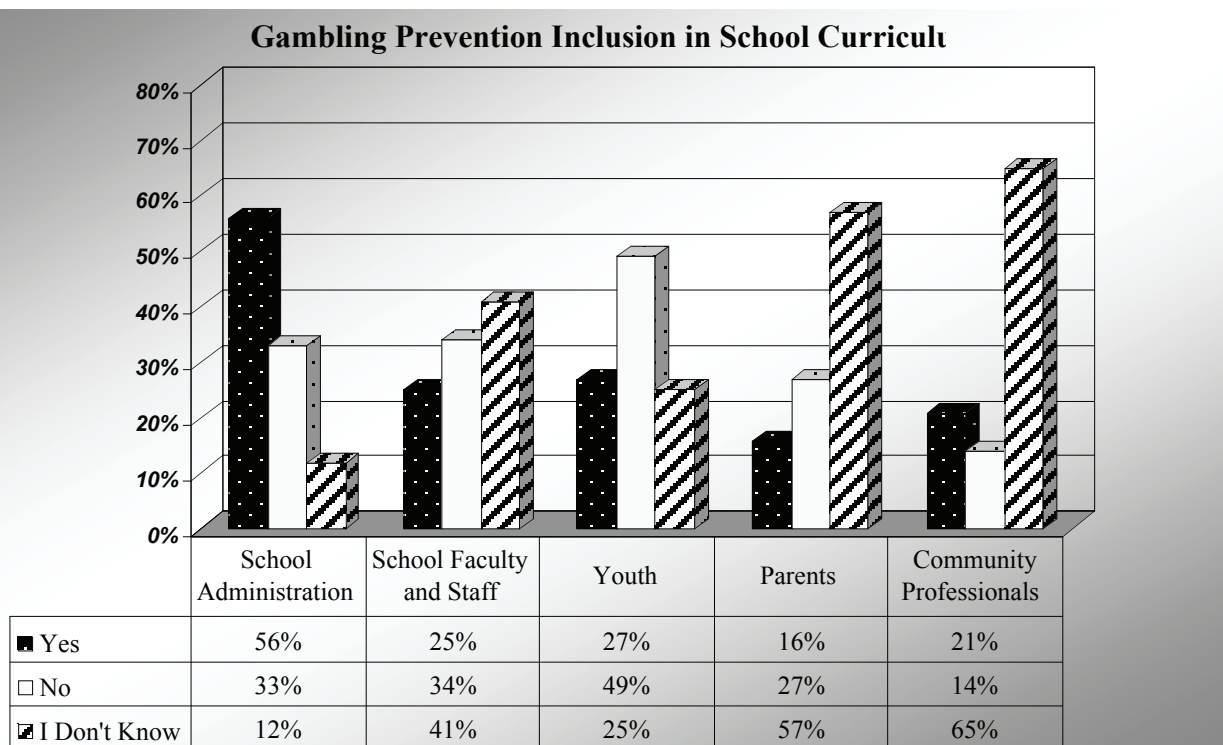


Figure 3.19- Over half of school administrators report that gambling prevention is included in school curriculum, while only about one-fourth of school faculty and staff (25%) and youth (27%) report that gambling prevention is included in curriculum.

When comparing middle to high school respondents, a significant difference resulted in whether gambling prevention was included in school curriculum.² For instance, the percent of youth who reported that gambling prevention was *not* included in school curriculum increased from middle school to high school (30% and 52%, respectively). More than half (58%) of middle school administrators versus only 17% of middle school youth and 18% of middle school faculty and staff reported that gambling prevention was included in school curriculum. 54% of high school administrators versus 28% of high school youth and 30% of high school faculty and staff reported gambling prevention to be included in their school curriculum. There was a significant increase in administrators who reported being unsure if gambling prevention is included in school curriculum from middle school to high school (0% to 20%, respectively).

In conclusion, there seems to be a discrepancy between middle and high school respondents on whether or not gambling prevention is included in school curriculum.

Refer to figure 3.20.

¹ Difference found to be significant at the .001 level, [$F(4, 606) = 17.090, p < .001$].

² Difference found to be significant at the .001 level, [$F(3, 598) = 13.359, p < .001$].

Inclusion of Gambling Prevention in School Curriculum: Middle School versus High School

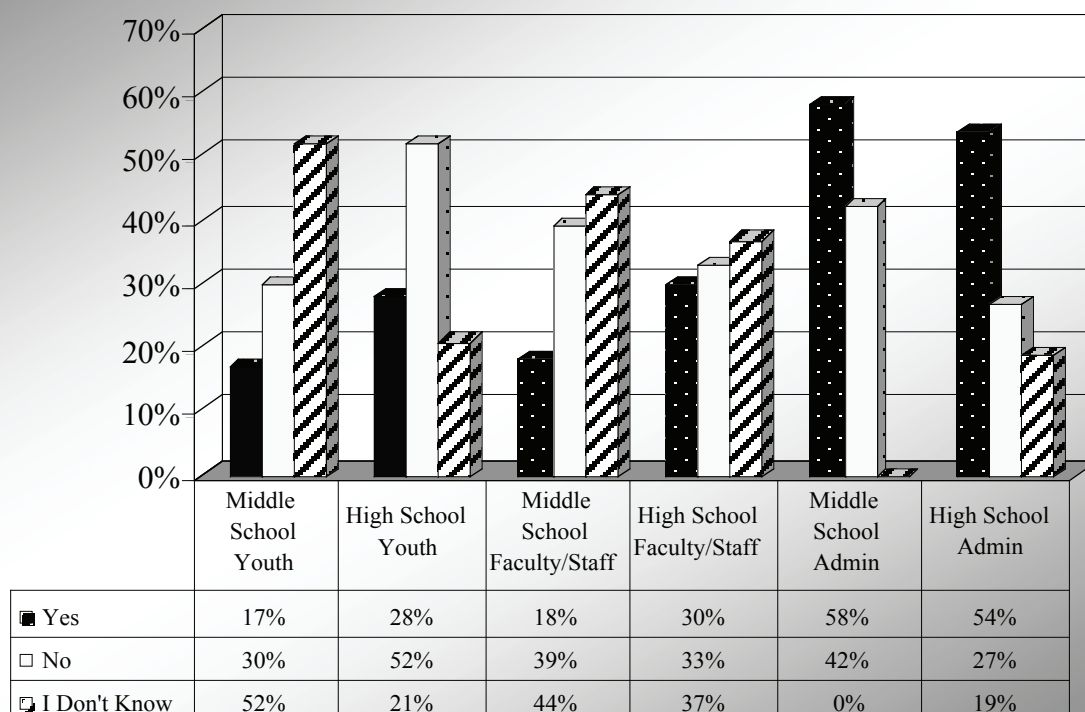


Figure 3.20- There is a significant discrepancy between survey respondent groups on whether gambling prevention is included in school curriculum.

IV. Referral of Students with Problem Gambling

A significant difference on faculty and staff knowledge of referral sources for youth identified with gambling problems resulted between school personnel (administration, faculty, and staff) and youth, parents, and community professionals.¹ Community professionals, youth, and parents mostly “did not know” if faculty and staff were knowledgeable on whom to refer students identified with gambling problems. Only one-third of school personnel (34%) perceived that school faculty and staff, for the most part, knew where to refer students experiencing gambling problems.

Note that while it is not likely for parents, youth, and community professionals to know whether school faculty and staff know where to refer students with gambling problems, it seems that even school personnel are not all aware of the appropriate referral contacts for problem gambling treatment.

Refer to figure 3.21.

There were no significant differences in knowledge of referral sources between respondents from the middle school versus respondents from the high school, ($p > .05$)

¹ Difference found to be significant at the .001 level, [$F(3, 602) = 10.095, p < .001$].

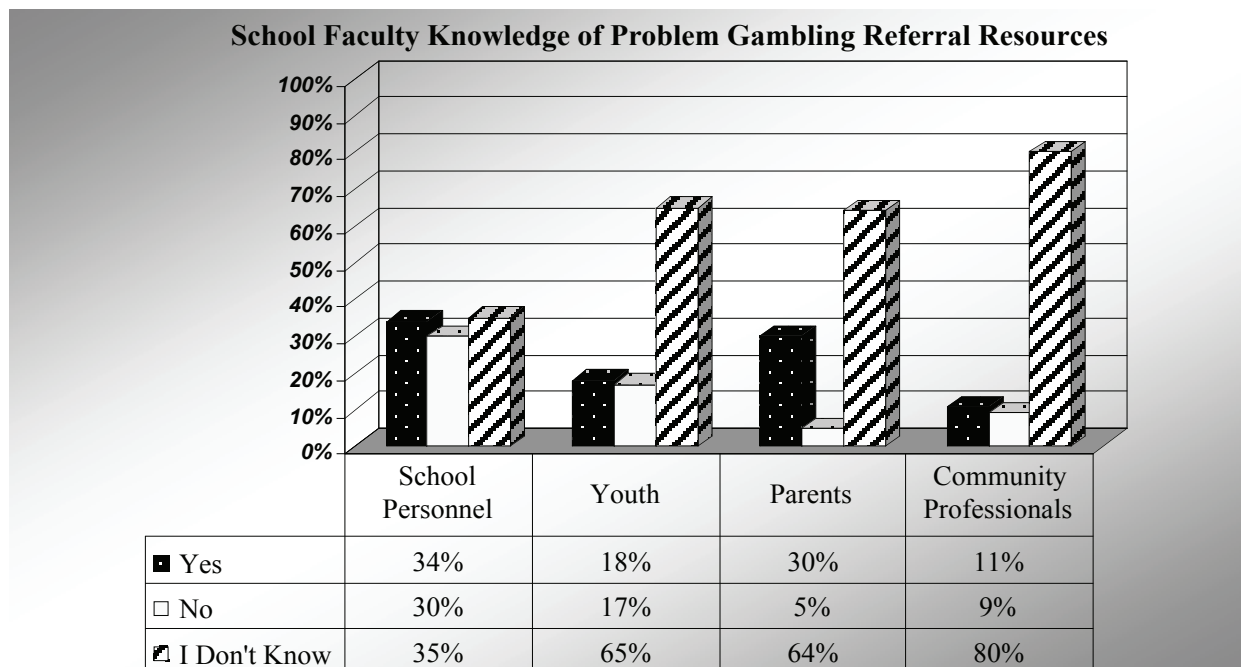


Figure 3.21- While most of youth (65%), parents (64%), and community professionals (80%) reported not knowing whether school faculty and staff were aware of whom to refer youth to when identified with gambling problems, only 35% of school personnel reported not knowing where to refer students with gambling problems.

V. School Sponsored/Supported Gambling Events: Trends by Survey Respondent

No significant differences were found ($p > .05$) between survey respondent groups on whether schools supported or sponsored gambling events throughout the year, although figures 3.22 and 3.23, which break down responses by survey respondent group and by middle and high schools, are included for reference.

School Supported/Sponsored Gambling Events	School Admin.	School Faculty/Staff	Parents	Youth	Community Profess.
Yes	42 %	38 %	47 %	41 %	36 %
No	56 %	40 %	28 %	19 %	23 %
Don't Know	2 %	22 %	25 %	40 %	41 %

Figure 3.22- While there was no significant difference between respondent groups, ($p > .05$), parents had the highest percent of reported school sponsored/supported gambling events.

School Supported/Sponsored Gambling Events	Middle School (Youth and School Personnel)	High School (Youth and School Personnel)
Yes	28 %	44 %
No	50 %	28 %
Don't Know	22 %	28 %

Figure 3.23- High school respondents (school personnel and youth) reported a higher percent of school sponsored/supported gambling activities than middle school respondents (school personnel and youth), although the differences between middle and high school respondents were not found to be significant, ($p > .05$).

-Section D- CHALLENGES AND BARRIERS

This section was used to assess any existing barriers towards implementation of effective youth gambling and youth problem gambling prevention programs in the schools. Only school administrators were asked to complete this section of the survey, since they are best informed of the school's strengths and challenges. Administrators were given a set of challenges that could impede successful implementation of youth gambling and problem gambling prevention efforts in the school and were asked to rate how significant of a barrier each challenge applied to their particular school or school district. Choices given were; a large barrier; somewhat a barrier; and not a barrier.

Challenges and Barriers Part 1: General Trends

Overall, school administrators rated the largest barriers toward implementing effective youth gambling prevention efforts in the schools as lack of available class time (47%, a large barrier) and lack of funds for available youth gambling prevention (48%, a large barrier). Another significant barrier reported among school administrators was a lack of knowledge of youth gambling prevention (27%, large barrier, 68%, somewhat a barrier). The least significant barriers against implementing effective youth gambling prevention efforts in the schools were limited teacher and staff availability (32%, not a barrier), the perception that youth gambling is not a problem (20%, not a barrier) and lack of educational resources (19%, not a barrier).

Challenges and Barriers Towards Implementing Effective Youth Gambling Prevention Programs in the Schools

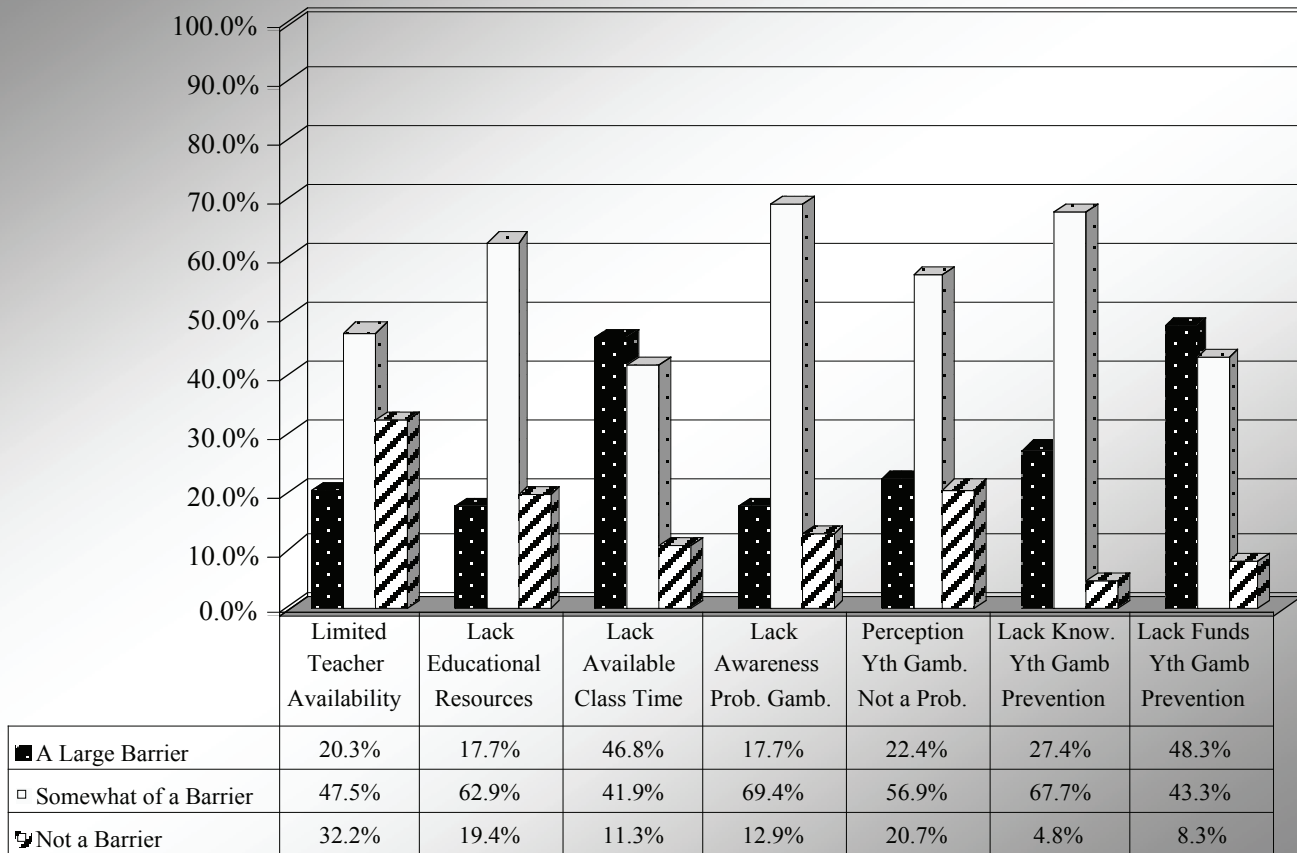


Figure 4.1- Largest Barriers among school administrators were lack of available class time and lack of funds available for youth gambling prevention. Limited teacher availability, the perception that youth gambling is not a problem, and lack of educational resources were viewed as the least difficult barriers to overcome.

Challenges and Barriers Part 2: Regional Trends

I. Trends by Education Reference Group (ERG)

No significant differences were found between Education Reference Groups for this section of the survey. This is most likely due to the small sample size (n=62) of school administrators who participated in the survey. Splitting a small sample size across nine potential education reference groups that are not equivalent in size makes it difficult to compare significant differences across groups.

II. Trends by Regional Action Council (RAC)

No significant differences were found between Regional Action Councils for this section of the survey. Similar to the problem with breaking down results by Education Reference Group (ERG), the small total sample size (n=62) of school administrators who participated in the survey, broken down across 14 RACs, makes significant comparisons unlikely.

III. Trends by Proximity to Casino

No significant differences were found were found between schools within versus outside a 50-mile radius of the two Connecticut casinos, most likely due to the small total sample size (n=62) of school administrators who participated in the survey.

-Section E- SCHOOL READINESS

This section used school readiness levels to address a series of strategic planning activities important for effective youth gambling prevention in the schools. Only school administrators were asked to complete this section of the survey, since they are best informed of the school's readiness to address prevention of youth gambling and problem gambling. School administrators were asked to rate each prevention strategy on a scale of 1 to 5, 1 indicating that the school's readiness is low (not at all prepared), 3 indicating that the school's readiness is moderate (somewhat prepared) and 5 indicating that the school's readiness is high (extremely prepared). Additional questions measure the school's interest in obtaining data on youth gambling participation and the school's overall stage of readiness for youth gambling and problem gambling prevention efforts.

School Readiness Levels General Trends

Note that only general trends will be covered for the school readiness section. Because the total number of school administrators who participated in this survey was low (n=62) significant results between ERGs, RACs, or casino proximity did not occur.

I. Assessment

School administrators ranged on their level of readiness for collecting data on the nature and extent of gambling participation among students, with 88% of school administrators selecting low to moderate readiness. 13% of school administrators rated their schools as being “considerably prepared” (rating 4) and “extremely prepared” (rating 5). Most school administrators assess that they are “moderately prepared” (rating 3, 57%) to identify barriers to gambling prevention. 15% of school administrators feel “considerably prepared” (rating 4) and 3% feel “extremely prepared” (rating 5). Overall, it seems that schools are more ready to identify barriers to gambling prevention than they are to collect data on student gambling participation. Refer to figure 5.1.

School Readiness Levels: Youth Gambling Behavior Assessment and Gambling Prevention Barrie

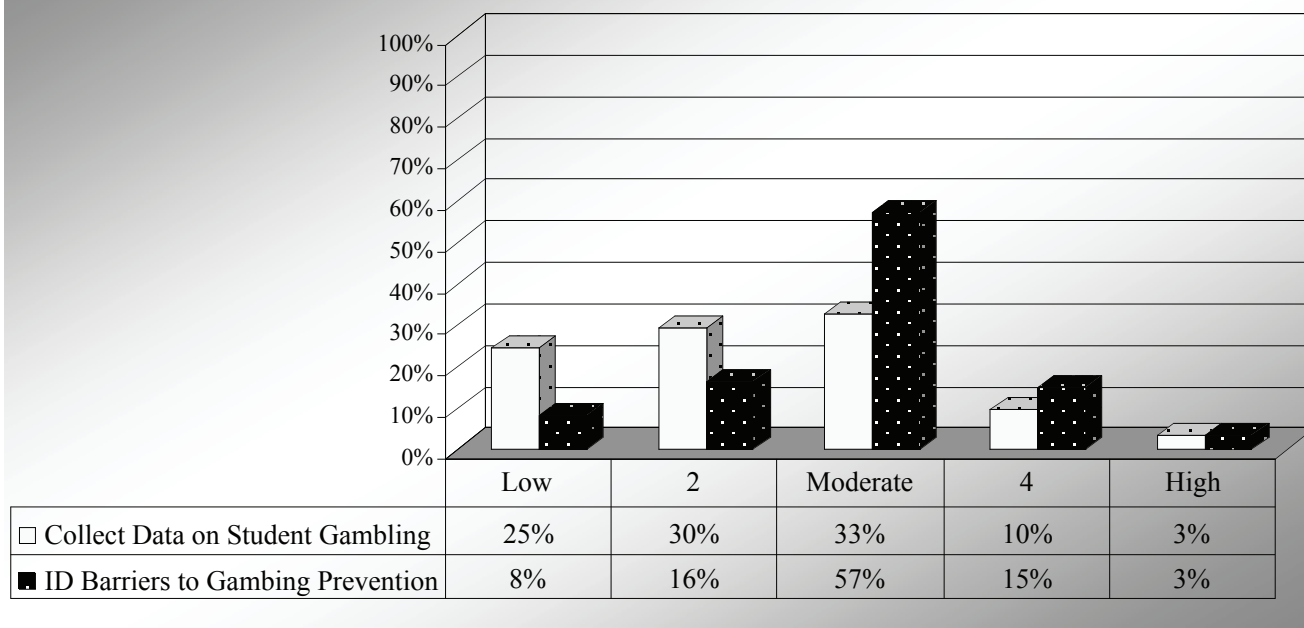


Figure 5.1- School administrators on the whole feel more ready to identify barriers to gambling prevention in the school (75% moderate to high) than collect data on gambling participation among students (46% moderate to high).

II. Raise Awareness and Collaborate

72% of school administrators rated their school's level of readiness as moderate to high to raise awareness of youth problem gambling among students, faculty/staff, and parents. 86% of school administrators rated their school's level of readiness as moderate to high for collaborating with other organizations concerned with preventing other types of problems (e.g., underage drinking, violence, etc.). Majority of school administrators rated their school's level of readiness as moderate for both raising awareness of youth problem gambling (49%) and collaborating with other organizations on prevention (53%).

Refer to figure 5.2.

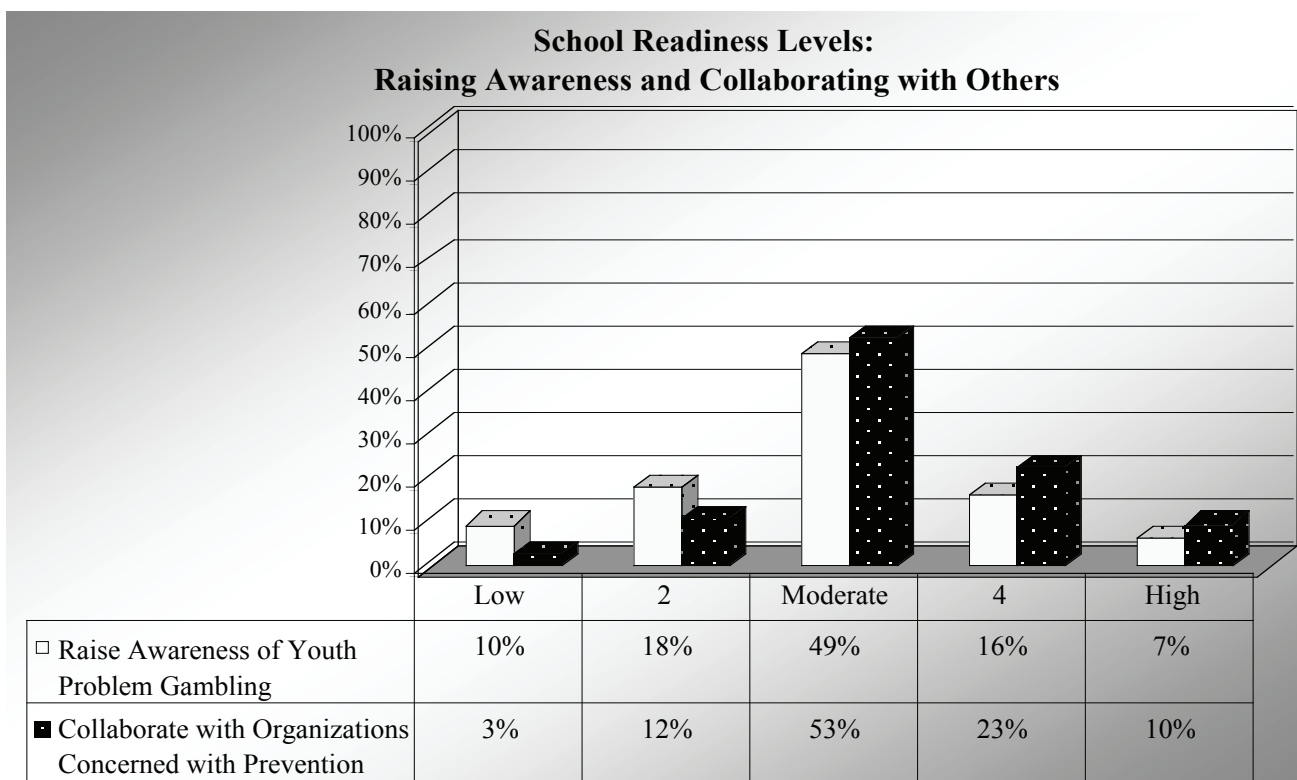


Figure 5.2- School administrators rated their schools as being “moderately” ready to raise awareness on youth problem gambling and collaborate with organizations concerned with prevention. Readiness level is slightly higher for collaboration than raising awareness.

III. Improve and Implement Youth Gambling Prevention Programs

57% of school administrators rated their school’s level of readiness to improve services and programs for youth gambling prevention as moderate to high, while 64% of school administrators rated their school’s level of readiness for implementing culturally appropriate gambling prevention programs and strategies as moderate to high. School administrators seem slightly more ready to improve upon existing gambling prevention programs rather than implement gambling prevention programs in their schools.

Note that this does not necessarily imply that schools already have comprehensive services and programs for youth gambling prevention. School administrators may vary extensively on what they consider to be services and programs for youth gambling prevention. For example, addressing gambling addiction in health classes may be considered by school administrators as an existing service or program for youth gambling prevention. School administrators may find it easier to *improve* upon health class curriculum than *implement* a new youth gambling prevention program.

Refer to figure 5.3.

**School Readiness Levels:
Implementing and Improving upon Gambling Prevention Programs**

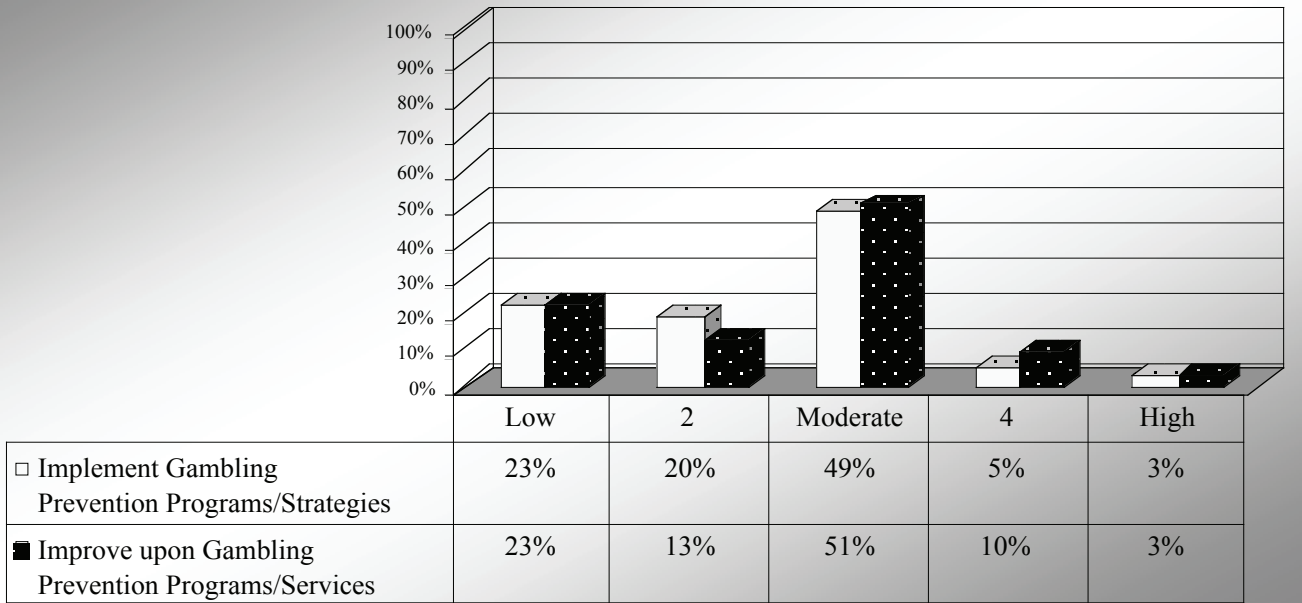


Figure 5.3- School administrators seem slightly more ready to improve upon existing gambling prevention programs rather than implement gambling prevention programs.

IV. Policy and Planning:

29% of school administrators perceived their schools to be “considerably prepared” (rating 4, 13%) to “extremely prepared” (rating 5, 16%) for developing policies related to or specifically for problem, underage, and illegal gambling prevention in the school. 15% of school administrators perceived their schools to be “considerably prepared” (rating 4, 10%) and “extremely prepared” (rating 5, 5%). Overall, schools seem slightly more ready to develop policies on youth gambling and problem gambling prevention rather than to develop a strategic plan to address gambling in the school. Refer to figure 5.4.

**School Readiness Levels:
Policy and Planning**

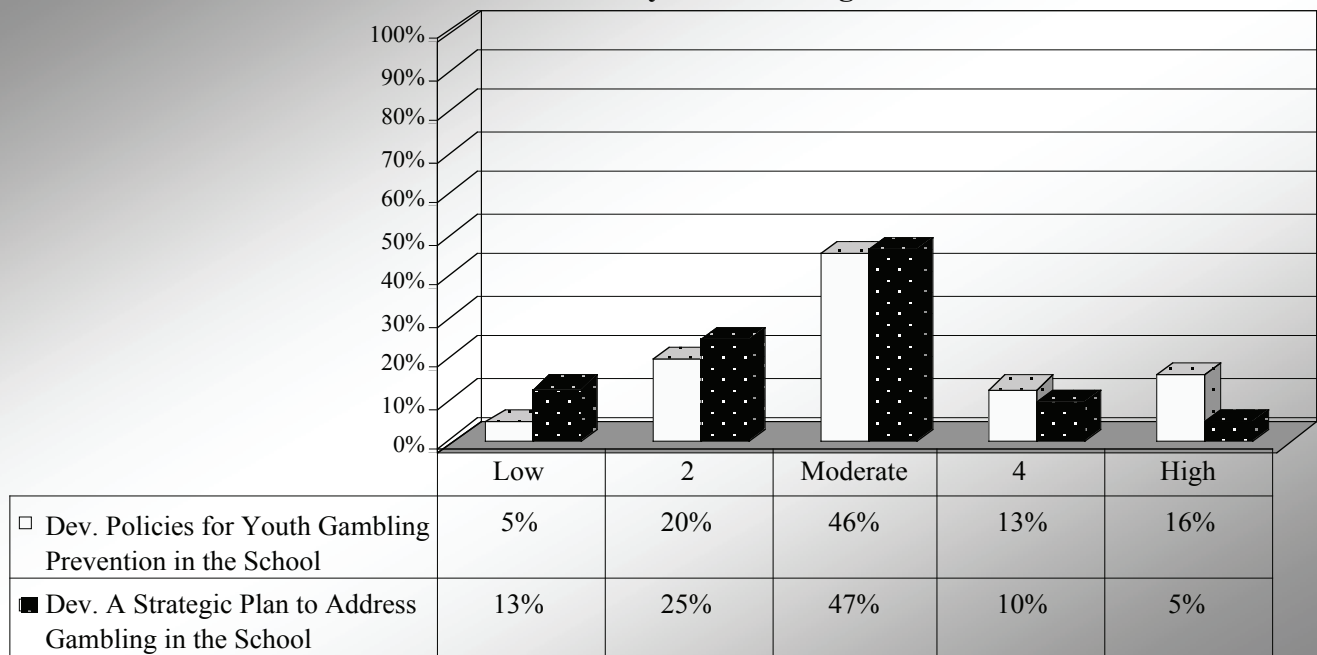


Figure 5.4- School administrators are more ready to develop policies for youth gambling and problem gambling prevention in the school than to develop a strategic plan to address gambling in the school.

V. Overall Conclusions of School Readiness Levels

All school readiness levels for each of the above prevention strategies are consolidated into one table below, figure 5.5, to allow for comparison and overall assessment. Note that school administrators rated each prevention strategy on a scale from 1 (not at all prepared) to 3 (moderately prepared) and 5 (extremely prepared).

School Readiness Levels of Prevention Strategies Among Administrators	1 Low	2	3 Moderate	4	5 High
Collect Data from Youth	24.6 %	29.5 %	32.8 %	9.8 %	3.3 %
Identify Barriers to Prevention in School	8.2 %	16.4 %	57.4 %	14.8 %	3.3 %
Raise Awareness	9.8 %	18.0 %	49.2 %	16.4 %	6.6 %
Collaborate with Organizations on Prevention	3.3 %	11.5 %	52.5 %	23.0 %	9.8 %
Implement Prevention Program and Strategies	23.0 %	19.7 %	49.2 %	4.9 %	3.3 %
Improve Upon Prevention Programs and Services	23.0 %	13.1 %	50.8 %	9.8 %	3.3 %
Develop Prevention Policies in the School	4.9 %	19.7 %	45.9 %	13.1 %	16.4 %
Develop Strategic Plan for the School	13.3 %	25.0 %	46.7 %	10.0 %	5.0 %

Figure 5.5- Comparison of School Readiness Levels Across Prevention Strategies

Also included is figure 5.6, a graph of low and high readiness levels across all prevention strategies. The percentages for low school readiness are calculated by adding together the percent of administrators who rated their school readiness level as being 1 or 2 on the scale. Figure 5.6 illustrates which prevention strategies schools are the most prepared to address, while also showing which prevention strategies schools are the least prepared to address. The percent of school administrators who rated their readiness level at 3 (moderately prepared) is also included in figure 5.6.

As presented in figure 5.6, schools are the least prepared to collect data on the nature and extent of student gambling participation, with 54% of school administrators indicating a low readiness rating of 1 or 2 on the 5 point scale. Schools are also the least prepared to implement culturally appropriate gambling prevention programs and strategies (43% low readiness, ratings 1 and 2) and develop a strategic plan that addresses gambling in the school (38% low readiness, ratings 1 and 2).

Schools indicated high readiness to collaborate with other organizations concerned with prevention issues (33% high readiness, ratings 4 and 5) and a high readiness to develop policies relating to gambling prevention in the school (30% high readiness, ratings 4 and 5).

The percent of school administrators that rated their readiness level at 3, “moderately prepared” ranged from 33% (collecting data) to 57% (identifying barriers). At a glance, schools are “low to moderately prepared” on all prevention strategies, with the exception of collaborating with other organizations on prevention, for which results illustrate a moderate to high readiness level.

Refer to figure 5.6.

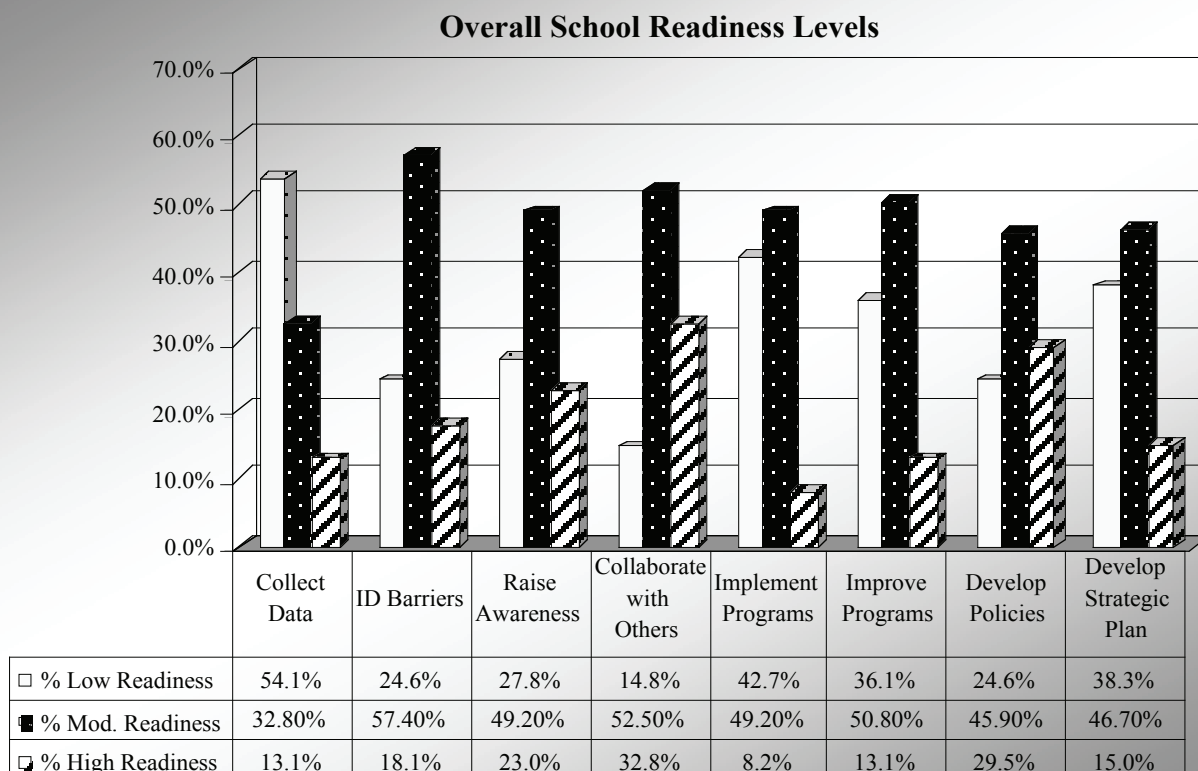


Figure 5.6- School administrators indicated high readiness to collaborate with other organizations concerned with prevention issues and a low readiness to collect data on student gambling participation in the school.

VI. Interest of Schools in Obtaining Data on Youth Gambling Participation

Majority of school administrators (78%) responded that their school would be at least somewhat interested in obtaining data on youth gambling participation in their own school (44% somewhat interested, 19% interested, 15% extremely interested). Only 22% of schools indicated little or no interest in collecting data on youth gambling participation in their school. Refer to figure 5.6.

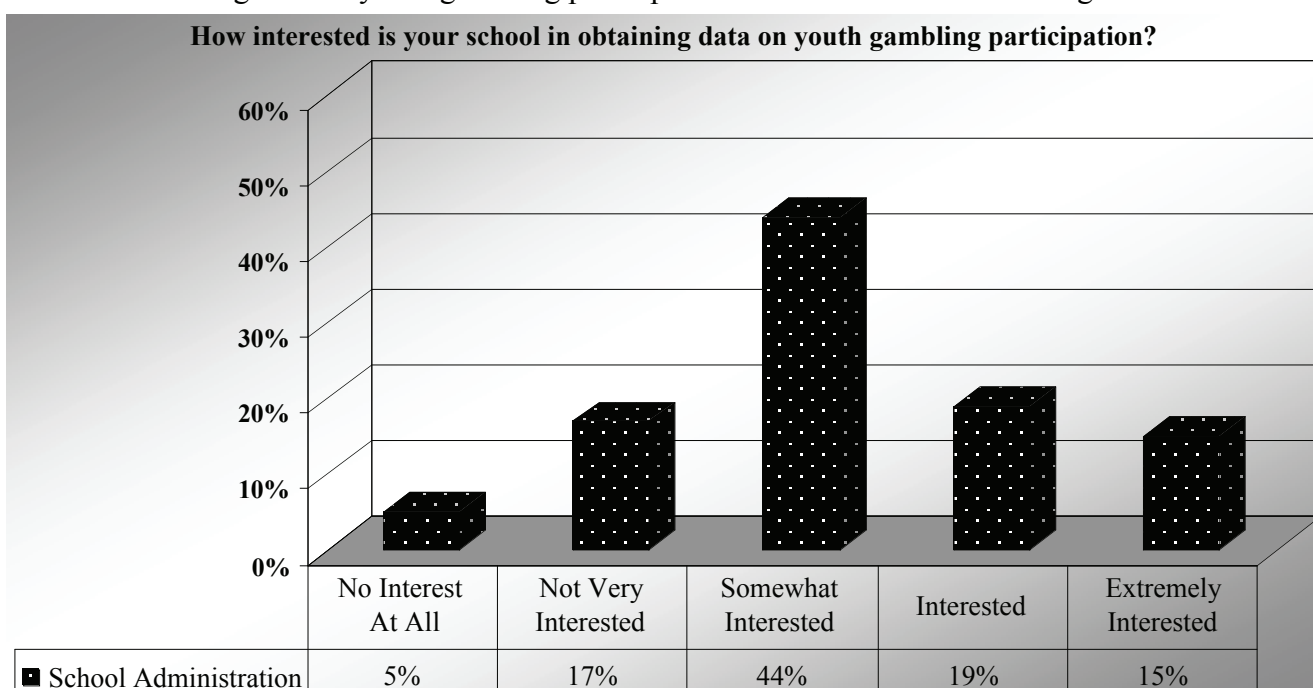


Figure 5.6- Most school administrators (78%) showed some level of interest in obtaining data on student gambling participation (44% somewhat interested, 19% interested, 15% extremely interested). 22% of school administrators showed little to no interest (17% not very interested, 5% no interest at all).

VII. Stage of School Readiness for Youth Gambling and Youth Problem Gambling Prevention Efforts

School administrators were given a descriptive list of six stages of readiness for youth gambling and youth problem gambling prevention efforts, from which they were asked to choose the category that best described their own school's stage of readiness.

Below are the six stages administrators were given, ranging from the lowest stage of readiness (1) to the highest stage of readiness (6):

- (1) Your school tolerates or encourages youth gambling.
- (2) Your school has little or no recognition of any youth gambling problems.
- (3) Your school recognizes there are youth gambling problems and leaders on the issues are identifiable, but little planning has been done to address them.
- (4) Your school is planning for youth gambling prevention activities and has focused on practical details, including seeking funds to support youth gambling prevention efforts.
- (5) Your school has initiated youth gambling prevention programs and/or policies/procedures that are financially supported and implemented by trained staff.
- (6) In addition to existing youth gambling prevention programs and policies/procedures, your school is supporting new youth gambling prevention programming targeting special at-risk populations and there is ongoing evaluation of current efforts.

Overwhelmingly, most school administrators estimated their school's level of readiness for youth gambling and problem gambling prevention efforts at 2 (39%) and 3 (49%), 6 being the highest stage of readiness and 1 being the lowest. Stage 2 indicates that the school has little or no recognition of any youth gambling problems and stage 3 indicates that the school recognizes there are youth gambling problems and leaders on the issues are identifiable, but little planning has been done to address them. Note that none of the school administrators selected the lowest (1) or highest (6) stage of readiness. Only 7% of administrators selected stage 4 and only 5% selected stage 5. Refer to figure 5.7.

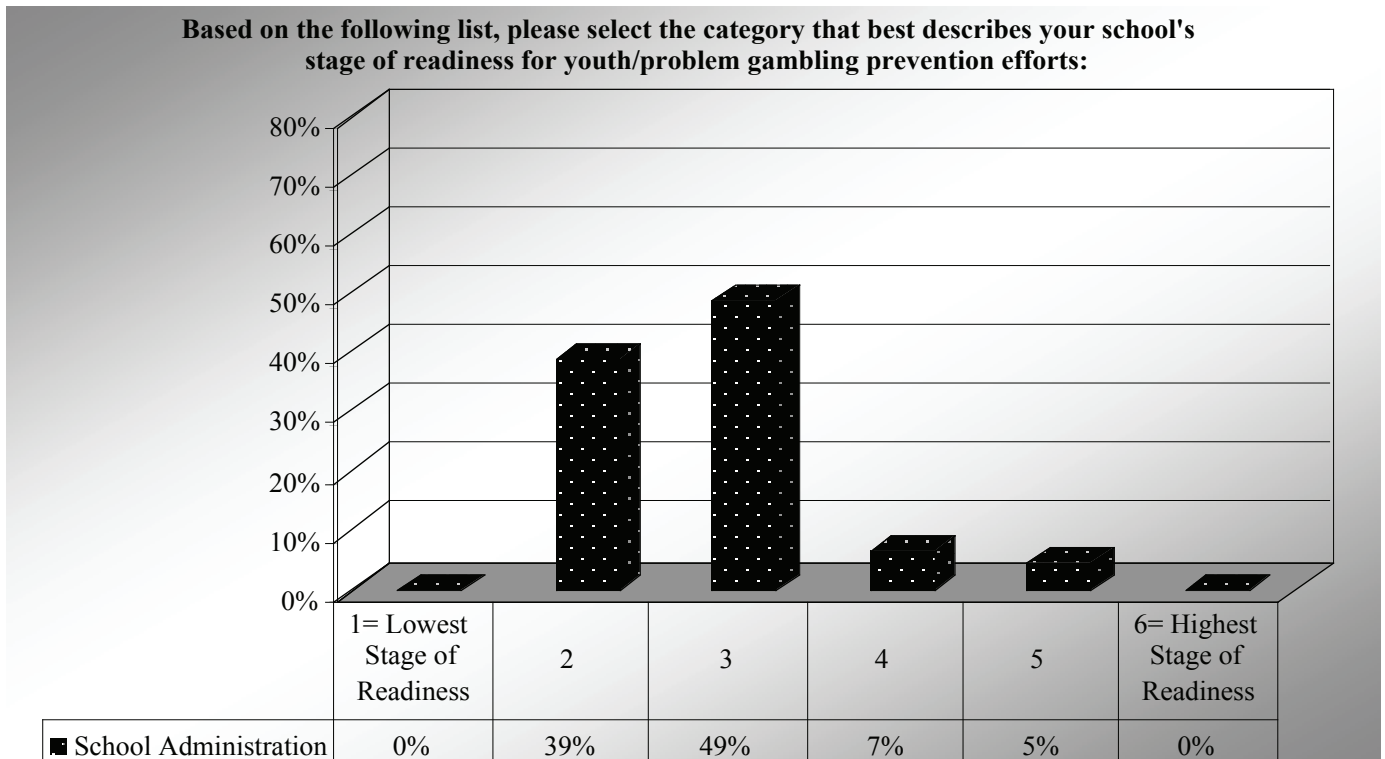


Figure 5.7- Most school administrators rated their school's stage of readiness at the lower end, at 2 and 3.

Summary of Key Findings

Introduction of Key Findings

Key findings of the School Readiness Survey are reported below in summary and then elaborated upon, organized by survey sections. Special efforts have been made to highlight findings that may meaningfully and significantly inform future efforts to advance schools to higher stages of readiness to prevent underage and youth problem gambling.

Key findings include:

1. Betting on card games and sports games with peers were perceived as the most popular types of gambling among youth.
2. About 2 out of 3 respondents reported witnessing youth gambling on school grounds.
3. Students reported witnessing youth gambling on school grounds at higher rates than school faculty, staff, and administrators.
4. Respondents overwhelmingly endorsed youth problem gambling prevention.
5. Student gambling policies may not be in place in about half the participating schools.
6. Respondents were mostly unaware of the presence of policies at their schools, addressing gambling among faculty and staff.
7. Over one-third (40%) of respondents reported that their school supported or sponsored gambling events throughout the year.
8. School administrators identified lack of class time, limited financial resources, and lack of knowledge of effective youth gambling prevention as the key barriers to prevention efforts.
9. Despite barriers, most schools reported considerable willingness to participate in efforts to address underage and youth problem gambling prevention.
10. Most schools demonstrate low to moderate stages of school readiness for youth gambling and problem gambling prevention efforts.

-Section A- YOUTH GAMBLING BEHAVIOR

Most Popularly Perceived Youth Gambling:

- Betting on Card games
- Sports Betting with Peers

Popular Forms of Youth Gambling According to High School Youth:

* Card Games * Sports Betting with Peers * Internet Gambling * Scratch-off Lottery Tickets * Pool Betting *

Popular Forms of Youth Gambling According to Middle School Youth:

* Card Games * Internet Gambling * Sports Betting with Friends * Pool Betting * Video/Arcade Games *

Gambling at School:

- 66% of respondents witnessed youth gambling at school at least once before
- 34% of respondents have not ever witnessed youth gambling at school

Youth respondents witnessed gambling significantly more than school personnel, parents, and community professionals. While over half of youth (53%) witnessed youth gambling at school at least once before, only 31% of school personnel, 12% of parents, and 27% of community professionals witnessed youth gambling at school before.

36% of middle school youth versus 56% of high school youth reported seeing youth gambling at school. Higher reports of youth gambling at school were also reported among high school personnel.

Types of Youth Gambling at School:

* Betting on Card games * Sports Betting * Betting with Dice *

Note that the mentioned forms of gambling above are easy to transport, fitting in pockets and backpacks, and play discretely, especially betting on sports games, which requires no physical objects, like cards or dice, and can take place over cell or pay phones.

Greatest Concerns of Youth Gambling:

- Betting on Card Games (especially poker)
- Sports-related Betting (sports betting with friends or bookies and sports pool betting)

-Section B- ATTITUDES ON YOUTH GAMBLING

Attitudes on Youth Gambling and Problem Gambling Prevention:

Respondents were more strongly in favor of youth problem gambling prevention (86% strongly agreed) than youth gambling prevention (63% strongly agreed), but only 26% of respondents strongly agreed that youth gambling prevention was possible.

Youth were least supportive of the notions that youth gambling (46% strongly agreed) and youth problem gambling prevention (69% strongly agreed) were important, while school administrators were most supportive of youth gambling prevention (82% strongly agreed) and importance of youth problem gambling prevention (95% strongly agreed).

Parents, community professionals, and school personnel mostly agreed (89-91%) that gambling prevention was a good community investment, while only 66% of youth agreed.

Only 58% of youth feel that policy enforcement should be a priority, while 84-89% of adult respondents (parents, school personnel, and community professionals) agreed policy enforcement should be a priority.

-Section C- GAMBLING PREVENTION RESOURCES

Student and Faculty/Staff Gambling Policies in the Schools:

Slightly less than half (47%) of all respondents reported that their school had a policy addressing gambling among students, while only 10% of respondents reported that their school had a policy addressing gambling among faculty and staff.

Many of the respondents did not know the status of their school policies regarding gambling:

- 37% of respondents did not know if their school had a student gambling policy
- 62% of respondents did not know if their school had a faculty/staff gambling policy

Respondents' Knowledge of Student and Faculty/Staff Gambling Policies in Schools:

- School administrators reported the highest percent of student gambling policies (73%), while about half of youth (49%) and school faculty/staff (52%) and about one-third of parents (29%) and community professionals (33%) reported that their school had a student gambling policy.
- A strong majority of parents (86%), youth (72%), and community professionals (80%) reported not knowing if a faculty/staff gambling policy was in place at their school. About half of school faculty and staff (47%) reported not knowing if their school had a faculty/staff gambling policy.
- Most school administrators (68%) reported that their school does *not* have a policy in place addressing gambling among faculty and staff.

Enforcement of Student and Faculty/Staff Gambling Policies in the Schools:

- Student gambling policies (63% enforced) were reported to be more enforced than faculty and staff gambling policies (48% enforced).

- 98% of school administrators who reported their school had a student gambling policy also responded that the student gambling policy was enforced, while only 48% of youth and 71% of school faculty and staff reported that the policy was enforced.

Gambling Policy Conclusions

Results suggest that both student and faculty/staff gambling policies are not currently in place at many schools in the state of Connecticut, especially gambling policies concerning school faculty and staff. If policies are in place, they are not communicated effectively to faculty, parents, and youth, many of whom are not aware if their schools even have a gambling policy. Results also demonstrate that there are disagreements about the level of enforcement of the student gambling policies between school personnel, parents, youth, and community professionals.

Faculty and Staff Gambling Behavior:

- School faculty and staff were most often seen gambling on sports pools (41%), raffles (17%), the lottery (17%), and fantasy sports leagues (12%).

Gambling Prevention in School Curriculum;

Available Information on Problem Gambling; Faculty and Staff Knowledge of Referral Sources:

Most respondents either reported “no” or “I don’t know” when asked if gambling prevention was incorporated into school curriculum, if information on problem gambling was available at their school, and if school faculty and staff had knowledge of where students identified with gambling problems should be referred to for treatment.

Respondents who reported that their school had gambling prevention in the school curriculum rated the curriculum infusion as being low to moderately effective. Respondents who reported that their school had information available also rated its effectiveness in prevention as low to moderate. Note that respondents were not asked to describe the nature and scope of the gambling prevention included in their school curriculum or how the prevention information was made available to students.

School-Related Gambling Events:

- 31% of respondents reported that their school did NOT sponsor or support gambling events throughout the year, such as raffles or gambling activities at Project Graduation
- 40% of respondents reported that their school sponsored or supported gambling events.
- 29% of respondents were not sure if their school sponsored or supported gambling events.

Types of School-Related Gambling Events:

Of the respondents that reported school-related gambling activities were held throughout the year, most types of gambling activities were raffles (69%), often for fundraising means and a sizable amount of listed gambling activities were for project graduation events where students participated in gambling activities (13%), casino nights, where parents and teachers participate as a fundraising event (7%), and after-prom parties (6%) where students participated in gambling activities.

42% of school administrators reported that their school sponsored or supported gambling activities throughout the year, while 38% of school faculty and staff, 47% of parents, and 41% of youth reported gambling related activities. A high percentage of youth (40%) and community professionals (41%) were not sure if the school sponsored or supported gambling activities.

School related gambling activities were reported more among high school respondents (44%) than middle school respondents (28%)

-Section D- CHALLENGES AND BARRIERS

School Administration Only

Most Significant Barriers toward Implementation of Gambling Prevention in the Schools:

- Lack of available class time
- Funds for youth gambling prevention
- Lack of knowledge of effective youth gambling prevention

Least Significant Barriers toward Implementation of Gambling Prevention in the Schools:

- Limited teacher availability
 - Lack of educational resources
 - Perception that youth gambling is not a problem
-
-

-Section E- SCHOOL READINESS

Areas of High Readiness to Adopt Prevention Strategies:

- Collaboration with Other Organizations Concerned with Prevention
- Developing Policies in Schools Addressing Youth Gambling and Youth Problem Gambling

Areas of Moderate Readiness to Adopt Prevention Strategies:

- Raise Awareness of Youth Problem Gambling among Students, Faculty/Staff, and Parents
- Identify Barriers to Gambling Prevention in the School

Areas of Low Readiness to Adopt Prevention Strategies:

- Collect Data on Nature and Extent of Gambling Participation of Students
- Implement Culturally Appropriate Gambling Prevention Programs and Strategies
- Improve Upon Existing Services and Programs for Youth Gambling Prevention
- Develop Strategic Plan to Address Gambling in the School

School's Overall Stage of Readiness for Youth Gambling and Problem Gambling Prevention:

Most school administrators rated their school's stage of readiness for youth gambling and problem gambling prevention efforts at the lower stages of 2 and 3.

- Stage 2 indicates that the school has little or no recognition of any youth gambling problems.

- Stage 3 indicates that the school recognizes there are youth gambling problems and can identify leaders on the issues, but little planning has been done to address them.

SUGGESTIONS FOR NEXT STEPS:

Collecting Data on Youth Gambling Participation

Majority of school administrators reported at least some interest in obtaining data on student gambling participation. However, referring to readiness levels reported in Section D, “Challenges and Barriers”, administrators are currently not prepared to collect such data. This may coincide with administrators’ perception that there is a lack of available funding and class time to set aside for youth gambling prevention. Student surveys, while useful in assessing needs and challenges of the student body and helpful in evaluating effectiveness of programs over time, require available funding and class time to plan and administer the surveys and have results analyzed in report format.

Raise Awareness on Existing Gambling Policies or the Need for Gambling Policies

Many school administrators acknowledged that they lack a student and/or gambling policy or procedure in their school, but many demonstrated a high readiness to develop policies and/or procedures to address youth gambling in the schools. In schools with currently established student and/or faculty/staff gambling policies, many youth and parents reported not knowing if their school had a gambling policy. Perhaps awareness on existing gambling policies or the need for gambling policies should be raised among community groups, school organizations and parents.

Collaboration with Other Organizations on Youth Gambling and Problem Gambling Prevention

The high percentage of low readiness to address youth gambling prevention in the schools is consistent with the lack of student and faculty/staff gambling policies and their enforcement in the schools, as well as the prevalence of school sponsored or supported gambling events that are held throughout the year. Since school administrators exhibited high readiness to collaborate with other organizations concerned with prevention, the first step towards implementing effective youth gambling prevention in the school could be collaborating with other agencies or groups working on prevention initiatives or student wellness. Collaboration could lead to finding the resources and education needed to successfully implement problem gambling prevention programs in the schools.

Collaboration with other agencies or organizations, such as parent-teacher organizations, local prevention councils, and non-profits, to rally support in the schools’ youth gambling prevention efforts would not only increase general awareness on the issue at hand, but would most certainly strengthen community-wide support on the issue of youth gambling and youth problem gambling prevention.

DMHAS / State Department of Education
Community Assessment for Underage and Youth Problem Gambling

Survey Cover Page

Instructions: Please fill out a cover page per each individual phone survey.

Name of RAC: _____
Region #: _____

Please identify the group represented by survey respondent:

School Administration:

- ♣ Superintendent
- ♣ Principal/Headmaster
- ♣ Assistant/Vice Principal
- ♣ Pupil Personnel Director
- ♣ Dean of Students

School Personnel:

- ♣ Guidance Counselor
- ♣ School Social Worker
- ♣ School Nurse
- ♣ School Resource Officer
- ♣ Coach
- ♣ Teacher
Grade Level(s): _____
Subject(s) Taught: _____

Community Residents:

- ♣ Youth
- ♣ Parent/Guardian

Community Professionals:

- ♣ Substance Abuse Prevention Specialist
- ♣ Counselor/Psychologist
- ♣ Police Officer
- ♣ Youth-Serving Professional
(i.e., Youth Service Bureau Director, YMCA, etc.)
- ♣ Other (specify) _____

Survey Respondent Contact Information

Date of Survey Administration: ____/____/____

Survey Respondent's Name: _____

Position/Title: _____

Town: _____ Address: _____

Zip Code: _____ Phone: (____) _____ Fax: (____) _____

Email Address: _____

This survey took approximately _____ minutes to complete by:
a.) Phone / In Person b.) Mail, Email, or Fax

***Thank you for helping our efforts to gather more information
about gambling in the schools and the community!***

Community Assessment for Underage and Youth Problem Gambling

The state is conducting a statewide survey to assess local readiness to prevent underage/youth problem gambling. The survey is a joint collaboration between the State Department of Education, Connecticut Department of Mental Health and Addiction Services (DMHAS), and the Regional Action Councils (RACs).

We are asking you to provide us information on the nature and scope of youth gambling in your school and community and to assess if there are any existing youth gambling prevention strategies in your school and/or community.

The information you provide will be combined with information from other key informants to generate a gambling prevention readiness profile for Connecticut's schools and communities. The data will be used by your RAC Director and DMHAS to support future gambling prevention planning, program development and funding decisions.

Your individual responses will be kept confidential. You and/or your school and town will not be identified in any reports or public releases of information.

Our interest is in learning more about the prevention needs of Connecticut's youth and to support individual schools and communities as they attempt to understand and address this emerging issue for Connecticut's students.

ATTENTION: You will see the terms “gambling” and “problem gambling” listed throughout this survey.

Please refer to the following definitions of gambling and problem gambling:

Gambling:

The act of risking something of value, including money and property, on an activity that has an uncertain outcome.

Problem Gambling:

Gambling behavior that results in problems with work, school, family, or finances, but does not meet the number of criteria to be recognized as Compulsive or Pathological Gambling.

Compulsive or Pathological Gambling:

Gambling behavior that meets the APA Diagnostic & Statistical Manual IV criteria for the impulse disorder of pathological gambling.

Thank you in advance for your participation in this important survey!

1. Based on your observations and/or “hear-say” of gambling among youth, *both during and outside of school hours*, how popular are the following forms of gambling?

Popular Forms of Gambling Among Youth:	Not Popular at all	Somewhat Popular	Extremely Popular	Don't Know
Slot Machines at Casinos				
Live (in person) Card Games (i.e., poker, black jack)				
On-line Gambling (i.e., card games, internet poker, sports betting, slot machines, casino games) Specify Type(s): _____				
Sports Betting with Bookies				
Playing Bingo (for money or something of value)				
Sports Betting with Friends/Peers				
Gambling with Dice (i.e., craps)				
Gambling with Dominoes				
Gambling on Video and/or Arcade Games				
Lottery (Legal Lotto and Daily Numbers)				
Instant Lottery Tickets (Scratch-off Tickets)				
Betting on Games of Skill (i.e., billiards, golf, darts, other)				
Betting on Animal Fights				
Betting on Pools (i.e., sports pools, fantasy football, etc.)				
Legal Betting on Animal Races (OTB, teletheaters)				
Other Please Specify: _____				

2. In the past year, have you ever witnessed youth gambling on the school campus during school hours?
Please include all gambling activities, whether or not you observed money or valuable items being exchanged at the time.

Yes

No

2a. *If yes, please specify what specific form(s) of gambling have occurred during school hours:*

3. In **your own opinion**, which type(s) of gambling activities are of greatest concern for youth in your school/community? (Please list up to three)

ATTITUDES ON YOUTH GAMBLING

The next set of questions asks about **your opinion** concerning youth gambling prevention. For each item, please tell us how much you agree or disagree with the statement.

In your opinion....	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
4. It is important to prevent youth gambling.				
5. It is important to prevent youth problem gambling.				
6. It is possible to prevent gambling among youth.				
7. Gambling prevention programs for youth are a good investment for the community.				
8. All youth, regardless of ethnicity or socioeconomic status, are at risk of problem gambling.				
9. It is okay for youth to gamble occasionally.				
10. Enforcement of school policy/procedure should be a priority (e.g., no cards, 50/50 raffles, etc.)				
11. Gambling is a private matter that should be dealt with at home.				
12. Youth are strongly affected when their family members/significant others gamble.				
13. Youth are strongly affected when their friends and peers gamble.				

GAMBLING PREVENTION RESOURCES

The following section will be used to assess and evaluate current strategies in place at your school to prevent and reduce youth gambling and problem gambling.

Please circle your answer.

14. Does your school have a policy/procedure that addresses gambling among students?

Yes

No

I don't know

14b. If yes, is the gambling policy/procedure for students enforced?

Yes

No

I don't know

15. Does your school have a policy/procedure that addresses gambling among faculty and staff?

Yes

No

I don't know

15b. If yes, is the gambling policy/procedure for faculty and staff enforced?

Yes

No

I don't know

16. Is gambling prevention included in any curriculum at your school? For instance, is problem gambling discussed in health classes or is gambling probability taught in math classes?

Yes

No

I don't know

16b. If yes, how effective do you think it is in preventing youth and problem gambling in your school?

Not at all effective

1

2

Somewhat Effective

3

4

Extremely Effective

5

17. Is information on problem gambling, such as brochures, fact sheets, and videos, currently available for distribution at your school?

Yes

No

I don't know

17b. If yes, how effective do you think it is in preventing youth and problem gambling in your school?

Not at all effective

1

2

Somewhat Effective

3

4

Extremely Effective

5

18. Do school faculty and staff have knowledge of available referral sources for youth identified with gambling problems?

Yes

No

I don't know

19. What gambling behaviors do you see among faculty and staff? (i.e., fantasy football, baby pools, sports pools, 50/50 raffles, lottery, etc.)

20. Does your school sponsor or support any gambling events throughout the year, such as for project graduation, after-prom parties, parent-teacher casino fundraising nights, or 50/50 raffles?

Yes

No

I don't know

20b. If yes, please specify the type(s) of gambling events that your school typically sponsors or supports

**IF SURVEY RESPONDANT IS NOT SCHOOL ADMINISTRATION,
PLEASE SKIP TO QUESTION 31.**

CHALLENGES/BARRIERS: FOR SCHOOL ADMINISTRATION ONLY

The following section will be used to assess any existing barriers towards implementation of effective youth problem and underage gambling prevention programs in your school.

FOR ADMINISTRATION ONLY	A Large Barrier	Somewhat of a Barrier	Not a Barrier
21. Limited teacher/staff availability	1	2	3
22. Lack of educational resources (i.e., curricula, videos, etc.)	1	2	3
23. Lack of available class time	1	2	3
24. Lack of awareness and understanding of problem gambling	1	2	3
25. Perception that youth/underage gambling is NOT a problem.	1	2	3
26. Lack of knowledge on effective youth gambling prevention	1	2	3
27. Lack of funds available for youth gambling prevention	1	2	3

28.

SCHOOL READINESS: FOR SCHOOL ADMINISTRATION ONLY

On a scale of 1 to 5, how would you rate your school's **READINESS** to address the following strategic planning activities important for effective gambling prevention?

On this scale, 1 indicates that your school's readiness is low (not at all prepared) and 5 indicates that the school's readiness is high (extremely prepared).

FOR ADMINISTRATION ONLY	Low 1	2	Moderate 3	4	High 5
a. Collect data on the nature and extent of gambling participation among students.	1	2	3	4	5
b. Implement culturally appropriate gambling prevention programs and strategies	1	2	3	4	5
c. Raise awareness of youth problem gambling among students, faculty, and parents.	1	2	3	4	5
d. Improve services and programs for youth gambling prevention	1	2	3	4	5
e. Collaborate with other organizations concerned with preventing other types of problems (e.g., underage drinking, violence, etc.)	1	2	3	4	5
f. Develop policies related to or specifically for problem, underage, and illegal gambling prevention in the school	1	2	3	4	5
g. Identify the barriers to gambling prevention in the school.	1	2	3	4	5
h. Develop a strategic plan to address gambling in the school.	1	2	3	4	5

29. On a scale of one to five: one indicating no interest, five indicating great interest, how interested is your school in obtaining data on youth gambling participation?

No interest at all		Somewhat Interested		Extremely Interested
1	2	3	4	5

30. Based on the following list, please select the category that best describes school's stage of readiness for youth/problem gambling prevention efforts. (Select only one)

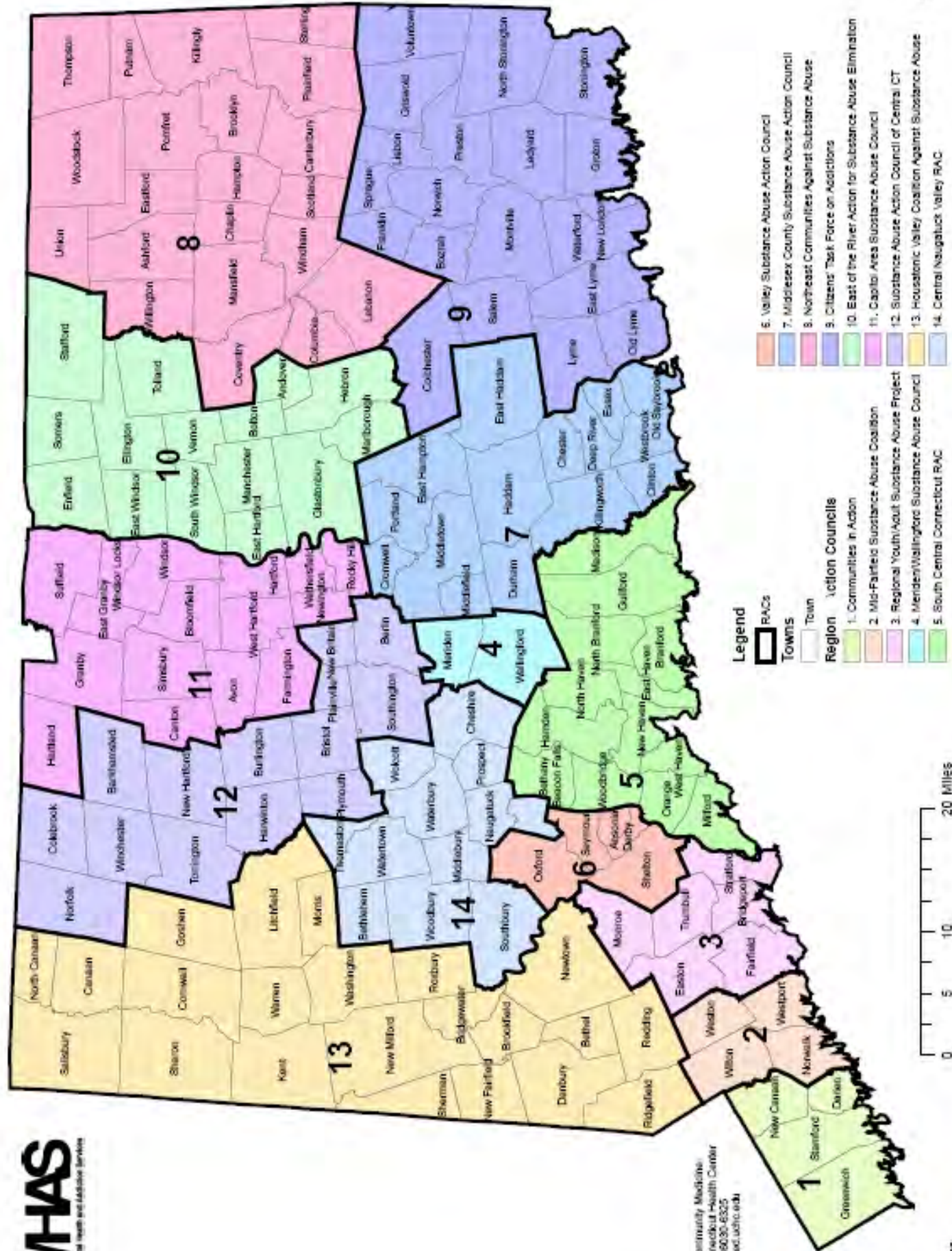
- ♣₁ In addition to existing youth gambling prevention programs and policies/procedures, your school is supporting new youth gambling prevention programming targeting special at-risk populations and there is ongoing evaluation of current efforts.
- ♣₂ Your school has initiated youth gambling prevention programs and/or policies/procedures that are financially supported and implemented by trained staff.
- ♣₃ Your school is planning for youth gambling prevention activities and has focused on practical details, including seeking funds to support youth gambling prevention efforts.
- ♣₄ Your school recognizes there are youth gambling problems and leaders on the issues are identifiable, but little planning has been done to address them.
- ♣₅ Your school has little or no recognition of any youth gambling problems.
- ♣₆ Your school tolerates or encourages youth gambling.

FOR ALL SURVEY RESPONDANTS: ADDITIONAL COMMENTS / CONCERNS

31. Please provide any additional comments or concerns that you feel are important to understand youth problem gambling prevention needs and readiness in your school, organization, and community.

Thank you very much for your time and input!

Regional Action Councils (RACs)



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Background on the Connecticut Regional Action Councils

Regional Action Councils (RACs) were created by State Legislature in 1989 to help struggling local communities fight the "War on Drugs." Under statute the core functions of the RACS are;

- 1) Determine the extent of substance abuse problems within their sub regions;
- 2) Determine the status of resources to address such problems;
- 3) Identify gaps in the substance abuse service continuum;
- 4) Identify changes to the community environment that will reduce substance abuse;
- 5) Design programs that fill identified service gaps and that will reduce substance abuse by changing the community environment; and
- 6) Develop and implement a plan to close such gaps.

The 14 Regional Action Councils (see map) bring key constituency groups together to reduce substance abuse, implement needs assessments, and provide training, education, and prevention programming to their respective communities. Recognizing that alcohol and other drug abuse leads to a host of other social problems like violence, teen pregnancy, drunk driving, sexually transmitted diseases, HIV/AIDS infection and suicide, the RAC's promote broad based prevention programming that address all of these issues.

Regional Action Councils are led by volunteer committees, councils and boards, made up of local educators, parents, business persons, social service providers, law enforcement officials, clergy, government leaders, and youth. With constituents guiding the organizations they are responsive, focused, and tailored to meet the communities' specific needs.

Educational Reference Groups¹

Education Reference Groups (ERGs) are a classification system in which school districts with public school students in similar socio-economic status are grouped together. Grouping similar schools districts together is useful in order to make legitimate comparisons between districts.

Variables Used to Form 1996 ERGs

Seven variables (income, education, occupation, poverty, family structure, home language, and district enrollment) were used to categorize districts into ERGs. All variables were based upon families with children attending public school.

Income -From NCES/Census data, the median family income in 1989 for families with children in public school.

Education -From NCES/Census data, the percentage of children attending public school with at least one parent with a Bachelor's degree or higher.

Occupation -From NCES/Census data, the percentage of public school children's parents aged 16 years or older, employed, and holding jobs in executive, managerial and professional specialty occupations.

Poverty -The number of all children ages 5-17 within school district boundaries who received Aid for Dependent Children in 1994-95 divided by the October 1994 district public school enrollment.

Family Structure -From NCES/Census data, the percentage of public school children living in families without a wife or husband present or in non-family households.

Home Language -From NCES/Census data, the percentage of public school children whose families speak a language other than English at home.

District Enrollment -The 1994 school district enrollment was classified into ten groups (deciles) and then given a half-weighting in the model.

¹ REFERENCE: Connecticut State Department of Education School Year 1996-97, Division of Number 1 RESEARCH BULLETIN, Bureau of Research and Teacher Assessment. November 1996 Teaching and Learning

Group Characteristics of 1996 ERG's

1996 ERG:									
Variable	A	B	C	D	E	F	G	H	I
• Median Family Income	\$98,495*	\$66,724*	\$52,195	\$53,620	\$44,197	\$47,036	\$41,386	\$40,494	\$24,349*
• Percent with Bachelor's Degree	79.7%*	62.9%*	49.2%*	42.2%*	32.1%	28.9%	15.5%	22.4%*	11.9%
• Percent Managerial/Professional Occupation	58.2%*	48.9%*	40.6%	37.5%	30.8%	30.6%	20.6%	26.3%*	18.1%
• Percent Children in Single -Parent Families	9.6%	12.0%	12.9%	15.9%	16.3%	20.1%	18.8%	28.9%*	51.4%*
• Percent Children Receiving AFDC	0.6%	1.8%	2.2%	3.4%	3.7%	7.0%	7.2%	17.6%*	42.6%*
• Percent Non-English Home Language	6.8%	7.7%	3.4%	7.4%	3.8%	7.2%	3.4%	12.7%*	37.4%*
• 1994 Average Enrollment	2,309	3,795	1,093	3,122	649	4,489	1,412	5,829	13,258*
• Number of Districts	12	19	38	21	26	16	16	14	7

*Value is significantly different from every other group.

Towns Included in Each ERG

ERG = A			ERG=E		
Avon	Redding	Westport	Ashford	East Haddam	Portland
Darien	Ridgefield	Wilton	Brooklyn	Franklin	Scotland
Easton	Simsbury	Woodbridge	Canaan	Hampton	Sharon
New Canaan	Weston	Region 9	Canterbury	Hartland	Union
			Chester	Kent	Region 1
			Colebrook	Lebanon	Region 11
			Coventry	Lisbon	Region 16
			Cromwell	Norfolk	Woodstock
			Eastford	North Stonington	Academy
			Bloomfield	ERG = F	Vernon
			Enfield	Naugatuck	Wallingford
			Groton	Seymour	Waterford
			Manchester	Stonington	Windsor Locks
			Milford	Stratford	Wolcott
			Montville	Torrington	
			Chaplin	ERG = G	Thomaston
			East Haven	Plainville	Thompson
			East Windsor	Plymouth	Voluntown
			Griswold	Sprague	Winchester
			North Canaan	Stafford	Gilbert Acad.
			Plainfield	Sterling	
			Ansonia	ERG = H	Putnam
			Bristol	Killingly	Stamford
			Danbury	Meriden	West Haven
			Derby	Middletown	Norwich Free Acad.
			East Hartford	Norwalk	
				Norwich	
			Bridgeport	ERG = I	Waterbury
			Hartford	New Haven	Windham
			New Britain	New London	